

Be strong and take heart,
all you who hope in the Lord.
- Psalm 31:24



Academic Catalog 2018-2019

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CONCORDIA
UNIVERSITY

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USE OF THIS CATALOG

While this catalog is provided for guidance in course selection and program planning, students are expected to confer with their academic advisors for individualized information concerning their academic programs. Every effort is made to ensure the accuracy of the information in this catalog. Other publications which reflect additional policies of Concordia University include the Student Handbook and the Faculty Handbook.

The statements made in this Academic Catalog constitute official policies of Concordia University. These policies are subject to change by the President, the Board of Regents, and the faculty. Courses listed in this catalog are subject to change through normal academic processes. Changes to the curriculum are published in the program outlines and the university Schedule of Classes. Concordia University reserves the right to, at any time, change or withdraw courses, fees, rules, and calendar, as well as other regulations affecting the student body.

PRESIDENT'S WELCOME

Concordia is a wonderful place to go to school. We provide our students with a relevant and meaningful higher education experience within a Christian context. Our students are challenged in the classroom to reach high academic standards while integrating faith and learning to prepare them to be leaders in the home, workplace, and in their communities. As you investigate this catalog and, more importantly, talk with the faculty and students, you will see that we create a learner-centered environment with an emphasis on lifelong learning and service to the communities in which we live. As a result, as a part of their academic program, every student participates in a practical experience directly related to their chosen field of study and profession. You will be building your résumé as you earn your degree.

Concordia is a faith-based institution which has graduated thousands of students who are making a difference in our world. Concordia is making a difference in the lives of its students and our broader community. A Concordia education provides students with the experiences and skills to become leaders and make a difference in the world that needs help and hope.

I invite you to join us and transform your life and the lives of those around you.

Charles E. Schlimpert, Ph.D.
President

GENERAL INFORMATION

Concordia's Mission Statement

Concordia is a Christian University preparing leaders for the transformation of society.

Concordia's Core Values

At Concordia the following five core values, values currently in action, inform and delineate our decisions and choices:

- Christian
- Teaching and Learning
- Excellence
- Community
- Service

Concordia's Vision 2024

In the execution of its mission as informed by its core values, and its historic, active and ongoing relationship and partnership with the Lutheran Church—Missouri Synod, Concordia University's mission will be made real in the following core themes:

Core Themes

- **Lutheran**
Concordia engages diverse perspectives in an environment of open discourse and academic freedom while bringing a distinctive voice and lens, rooted in the Christian faith, Lutheran understanding and heritage, and liberal arts tradition.
- **Rigorous**
Concordia's programs prepare students for meaningful vocations through intellectually challenging academic engagement, research and global preparedness.
- **Servant Leaders**
Concordia creates an environment in which individuals are transformed, becoming servant-leaders who are agents of positive change, through ethical, humble and rigorous leadership, with and for their communities and around the world.

CONCORDIA'S HISTORY

Concordia's Rich History

Concordia opened its doors for the first time at its current location in 1905. The school began as a four-year academy to meet the needs of the region for pastors and school teachers for the Lutheran Church—Missouri Synod. The campus has evolved into a university that offers a solid liberal arts education, pre-professional programs, professional church work programs, undergraduate, graduate and doctoral degrees in education and business. The campus' 1,900 students come from all over the United States and the world, but primarily from the Pacific Northwest.

Concordia University is a Christian university preparing leaders for the transformation of society. Located on twenty acres in a residential neighborhood of Portland, Concordia's mission drives all planning in academics and future directions. The campus builds on its strengths, pursuing programs that will assist students to prepare for work or to enhance their pursuit of lifelong learning. Students, staff, and faculty — the Concordia community — are valued as the most important components of this campus, as all strive to encourage, support, and equip for service and fulfillment.

Concordia History Chronology

1905 Concordia opens as a four-year academy for boys to meet the needs of the area for pastors and parochial school teachers for the Lutheran Church—Missouri Synod
 1950 Junior College is established for men
 1954 Concordia becomes co-educational
 1962 Accreditation is achieved with the Northwest Association of Schools and Colleges
 1977 Concordia becomes a four-year college
 1980 The first students graduate with bachelor's degrees
 1982 International Student Programs are initiated
 1985 Health Care Administration and International Executive Program are added
 1989 Accelerated Degree Program is added
 1991 Secondary Education is added
 1992 Concordia exceeds enrollment of 1,000
 1995 Concordia College becomes Concordia University — Portland, a member of the Concordia University System
 1996 Distance learning classes and Concordia University System visiting Student program begin

1996 Master's degree programs in teacher education offered by the College of Education
 1997 Health Care Administration program is approved for associate membership to The Association of University Programs in Health Care Administration; Director of Christian Education program is expanded with calling of first full-time director
 1998 New 245-bed residence complex opens, doubling resident student population
 2001 Master of Business Administration offered by the School of Management
 2002 The first fully online program, the M.Ed., is offered
 2004 Northwest Association of Schools and Colleges (NASC) becomes Northwest Commission on Colleges and Universities (NWCCU)
 2005 Bachelor of Science in Nursing program receives approval from the Oregon State Board of Nursing
 2006 School of Management opens an MBA program in Bend, Oregon
 2007 Concordia reorganizes into four colleges, adding the College of Health & Human Services
 2008 Concordia breaks ground on the George R. White Library and Learning Center, dedicates the Throw Center, and begins construction of a new residence hall
 2009 Concordia opens the doors to the George R. White Library & Learning Center and Concordia Place Apartments and dedicates the Geraldine L. White Campanile
 2010 Obtains National Social Work accreditation through the Council on Social Work Education
 2012 Inaugural Law class begins in Boise, Idaho; Masters of Arts in International Development & Services (MA-IDS) offered by the College of Theology, Arts & Sciences
 2013 Bachelor of Science in Nursing program receives clinical site placement approval from the Washington State Nursing Quality Assurance Commission
 2013 Doctorate of Education degree program launched
 2014 Master of Arts in Community Psychology offered by the College of Theology, Arts & Sciences
 2014 University opens the Columbia River Campus
 2015 Concordia University School of Law in Boise, Idaho is provisionally approved by the American Bar Association
 2017 The 3 to PhD[®] Faubion School + Concordia University facility opens

ACCREDITATION, ASSOCIATIONS AND MEMBERSHIPS

Accreditation

- Concordia University is accredited by the Northwest Commission on Colleges and Universities at the undergraduate and graduate levels.
- All graduate and undergraduate business programs in Concordia University's School of Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Concordia University's Social Work program is accredited by the Council on Social Work Education (CSWE).
- Concordia University's Nursing program is accredited by the Commission on Collegiate Nursing Education and fully approved by the Oregon State Board of Nursing.
- Concordia University's Teacher education programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and, at the time of publication of this catalog, are in the process of being approved by the Council for the Accreditation of Educator Preparation (CAEP).
- The University is a member of the Oregon Alliance of Independent Colleges and Universities and the Oregon Independent College Foundation.
- Concordia University is authorized to transact business in the State of Idaho.
- Concordia University is approved by the U.S. Department of Veteran Affairs for offering VA educational benefits.
- Concordia University School of Law is provisionally approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.

Documents pertaining to accreditation, licensure, and approvals are available for review in the Office of the Provost.

Washington Higher Education Coordinating Board (HECB)

Concordia University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institution Act. This authorization is subject to periodic review and authorizes Concordia University to offer the following degree program: Bachelor of Science in Early Childhood Education. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

The Concordia University System (CUS)

Concordia University - Portland is the Pacific Northwest University of the Concordia University System. The CUS is a unique, nationwide consortium. It is a ten-school, intercampus partnership designed to provide enhanced educational experiences for students, efficient use of resources, and unique inter-institutional programming. A variety of initiatives are currently underway for the CUS.

The CUS is a confederation of the ten Concordia colleges and universities in the United States that are associated with the Lutheran Church –Missouri Synod (LCMS). Each college and university maintains its individual identity and autonomy, and is strengthened by the association with the sister institutions.

An area Board of Regents, elected by the LCMS in convention, carries the responsibility for the institution's operation and control. The President of the university serves as the Chief Executive Officer of the Board. These initiatives include the continued development of distance learning opportunities, coordinated study abroad opportunities, "seamless" and easy inter-institutional transfer of students, short term courses of study on various campuses, and sharing of faculty and other institutional resources.

The member institutions of the Concordia University System are:

1. Concordia College, Ann Arbor, Michigan
2. Concordia University, Austin, Texas

3. Concordia College, Bronxville, New York
4. Concordia University, Irvine, California
5. Concordia University, Mequon, Wisconsin
6. Concordia University, Portland, Oregon
7. Concordia University, River Forest, Illinois
8. Concordia University, St. Paul, Minnesota
9. Concordia College, Selma, Alabama
10. Concordia University, Seward, Nebraska

The LCMS also elects a Board for University Education (BUE) that implements and articulates the operation of the various synodical schools. Through its Executive Director, it serves as liaison between the national church and each school's Board of Regents.

WORSHIP

The heart of Concordia University is Jesus Christ. The university was founded upon, and moves forward under, his name. We recognize and celebrate that everything we receive to use, enjoy, and give away is from God alone. This is the beginning of worship! In response to God's gifts, we give him our whole-hearted attentiveness, adoration, and assistance to others.

Worship on Concordia's campus takes many forms. During the week we gather daily for chapel. It is a brief time set aside for receiving God's gifts through his word and a devotional message as well as responding with songs and prayers. Chapel is not mandatory, but many faculty, staff, and students come together in community to strengthen their Christian faith.

Wednesday evenings provide students the opportunity to plan, lead, and participate in a time of prayer and praise called "Lighthouse." You will also find students gathering for small group Bible studies, prayer, and group devotions in residence halls.

Worship is also characterized by the many service events throughout the semester. When we sacrifice time, attention, and effort to help others in the name of Jesus, we are also worshiping. Paul wrote in Romans 12:1, "Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship."

Finally, students are encouraged to gather with other Christians at local churches on Sundays. A list of neighboring churches is available to students to find a church where they fit. Some congregations provide transportation to and from their worship services for students.

Concordia University works hard through all these experiences to help students grow and mature in their spiritual lives. By the end of their time at Concordia we hope students have not only earned a degree, but also gained deep friendships, resilient spirits, matured attitudes, and passionate beliefs.

LOCATION AND FACILITIES

Concordia University occupies an attractive twenty-four acre home campus located in Portland, Oregon with adjacent land for expansion. The Hagen Center & Dining Hall, the George R. White Library & Learning Center, the Physical Education Building, Hilken Community Stadium, Concordia Throw Center, the Fine Arts Building, and Luther and Centennial Halls are the primary campus facilities. Spacious and modern residence halls, student lounges, and recreation areas ensure residential students are comfortable and have a well-rounded experience at Concordia.

Concordia maintains a video-conferencing classroom used for two-way audio/video classes, meetings, and interviews, as well as several “smart,” technologically-rich classrooms.

Concordia offers fully online bachelor’s, master’s and doctoral degrees to students around the world. All students at a distance have access to University services through the internet and other electronic resources.

Campus center facilities, classrooms, and the largest residence hall, East Hall, are completely equipped for use by students who are physically challenged. Access to other facilities will be achieved by consulting Concordia’s staff for assistance.

Concordia University’s home campus is located in a quiet residential neighborhood of Northeast Portland. Only ten minutes from downtown Portland or the airport, students have easy access to the rich cultures of Portland. The Oregon Symphony, the Portland Opera, Oregon Ballet Theatre, and traveling productions complement the athletic events that include NBA basketball with the Portland Trailblazers. Recreational activities such as skiing on Mt. Hood, sailing on the Willamette, and windsurfing on the Columbia River are easy driving distances from the campus. Innovative and diverse restaurants, Saturday Market, museums, the Oregon Zoo, and a myriad of other activities and educational experiences are available to Concordia students.

Tri-Met, Portland’s transportation system, and MAX, Portland’s light rail system, provide students with ready access to Portland’s offerings. A very nice grocery store and pharmacy are within walking distance of the campus.

Concordia University’s Idaho campus occupies a 54,000 square foot building in the heart of downtown Boise and houses Concordia’s School of Law and George R. White Law Library. Established in 2012, Concordia’s School of Law’s opened its doors to an inaugural class of 72 full-time and part-time law students. As Boise’s first law school and the only comprehensive, nonprofit, law school within 300 miles of Idaho’s most populated urban center, Concordia Law will have a lasting impact.

Located in Boise’s downtown urban core, Concordia University’s School of Law is just steps away from the landmarks of the state’s government and legal profession, including the Idaho Supreme Court and State Capitol. The city is home to the majority of the state’s legal firms, with ambitious businesses ranging in scope from start-ups to multinational corporations.

As the largest metropolitan area in the state of Idaho, Boise is a cultural center, a magnet for entrepreneurial talent, and renowned for its proximity to the great outdoors. The Boise River winds through the city, trails stretch across the foothills, and world-class whitewater, a ski resort, and pristine forests are just minutes away.

LIBRARIES

The University Libraries are an integral part of the educational environment at Concordia. The *FWJ Sylwester Library*, located in the George R. White Library & Learning Center, is open 115.5 hours per week and provides space for individual study and group interaction. Faculty librarians are available in person and via chat, telephone, or e-mail to assist students in identifying, evaluating, and locating the information needed to support their course work. Faculty librarians provide classroom instruction on research methods and information literacy and are also embedded in most online courses. Online reference and research assistance is available 24-7 through a global library network.

Selected to support scholarship in all disciplines taught at Concordia, the University Libraries' print and electronic collections provide access to more than 590,000 volumes; 35,000 journal titles; 25,000 music scores; and thousands of video tapes, DVDs, music CDs, and streaming audio and video files. The CU Libraries are also part of the Orbis-Cascade Alliance, a library consortium that provides our students, faculty, and staff access to the over 35 million print volumes held by the consortium's 39 regional institutions. Students may also check out laptops for use while in the library.

The University Libraries' special collections include the *Robert W. Chambers Science Fiction Collection* and Hebrew Sefer Torah scrolls from the 18th and 19th centuries. The *Jody Thurston Northwest Center for Children's Literature* (NWCCL) and the *Center for Volga German Studies* are also housed in the library along with the archives of the University, the *Center for Volga German Studies* and the Northwest District of the Lutheran Church—Missouri Synod. The *Science Library* is located in Luther Hall near the science faculty offices. The *Art and Culture Program* of Concordia University Libraries features an on-going series of exhibits showcasing local artists and authors. The George R. White Library & Learning Center also houses the *1905 Coffee Shop* for those visiting the library.

TECHNOLOGY RESOURCES

Ready access to computer resources is essential for student success in higher education. Students use computers to prepare course materials; communicate with peers, professors, and staff; access information and resources; and for engaging with instructional materials. As a result, Concordia University requires that all students own, or have ready and unlimited access to, a computer which is able to run all software required for coursework in their program. There is one student-accessible computing center located in the Hagen Campus Center which is available for general computing needs during normal building hours. This computing center may not suit every student's computing needs and should not be considered the student's primary computer for academic work.

The Concordia Technology Service Center is available during normal business hours to assist with technology access and application questions. The Technology Service Center provides many online self-help tools and resources available during all hours. The Technology Service Center can also assist with academic Audio/Visual needs.

Most residence hall rooms are equipped with one or more wired network ports. High speed wireless coverage is available in all campus buildings including all on-campus residence facilities.

Most students qualify for the Microsoft Enrollment for Education Solutions program which will provide them free access to the Microsoft Office Suite (for Windows or Mac). Most students also qualify for access to free anti-virus/security suite software. Additional information can be found in the technology Knowledge Base or by contacting the Technology Service Center.

Note: Concordia University is primarily a Windows-based environment. While other operating systems may be compatible with the network, only limited support can be offered for other operating systems. For resource and liability reasons, technology service staff can offer only limited support for student personally owned computers. Students may be referred to an outside vendor for advanced software or hardware support and repair.

Policies, procedures and services change frequently as required to accommodate new and changing technology at Concordia

University. All university technology stakeholders are encouraged to utilize the technology Knowledge Base (<http://kb.cu-portland.edu>) for the latest information regarding technology availability, services and applicable policies.

THE CENTER FOR LEARNING SOLUTIONS

Concordia University created the Center for Learning Solutions (CLS) to enhance online learner-centered teaching and to support the advancement of academic programs to meet the needs of all learners. While CLS primarily exists to enhance the contribution of educators and other professionals as they prepare leaders for the transformation of society, Concordia students benefit as CLS values are upheld among teaching faculty:

- Education should be “learner-centered,” focusing on the attributes, needs, and context of the learner.
- Learning is a transformative process which can be heightened through the crafting of an effective learning environment.
- The faculty at Concordia is gifted, caring, and the key influence in providing a learner-centered, mission-driven teaching environment at Concordia.
- The selection of instructional strategies, methodologies, and delivery modes in the classroom are best based upon the learner and the instructional objectives.
- The strongest instructional objectives are consistent with the university’s mission and vision, and include a focus on appropriate cognitive, psychomotor, and affective outcomes.
- Learner-centered education incorporates the iterative process, providing effective and appropriate formative and summative assessment strategies.
- Effective use of instructional technologies can greatly enhance the learning environment.
- Research and innovation about teaching and learning will provide future opportunities for development of all CU faculty.

The Center for Learning Solutions serves the campus community in course design, in discussing the teaching and learning processes, and in thinking through the development of the most effective modalities in distance education. Faculty participate in development opportunities as well as in one-on-one training. CLS staff and faculty have helped to equip online instructors and challenge all faculty to think deeply about the teaching and learning processes.

Online Programs

Concordia University offers a wide range of fully online undergraduate and graduate degree programs: <http://www.cu-portland.edu/academics/online-degrees>. These educational programs take Concordia University to the “global classroom” and focus learner attention on Concordia’s mission, culture and academic excellence. No longer is quality student learning bound to the brick and mortar campus; indeed, students from around the globe are enrolled, with excellent, measurable outcomes.

The engaging, interactive online courses in each program have been designed to create meta-cognitively sophisticated, scholarly practitioners.

Course activities have been designed by teachers, administrators and experts from across the United States who have assessed each course for rigor, relevance and applicability in the 21st century classroom.

ATTENDING CONCORDIA UNIVERSITY

Concordia University has five academic colleges: College of Arts & Sciences (CAS), College of Education (COE), College of Health & Human Services (CHHS), School of Law (LAW), and School of Management (SOM). Students who are not yet decided about professional goals can explore career options and gain a liberal arts base during this exploration.

Concordia University welcomes applications from all students who have demonstrated that they are able to successfully participate in and benefit from the courses of study offered. Concordia University admits students of any religion, race, color, national and ethnic origin, sex, age, sexual orientation and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of religion, race, color, national and ethnic origin, gender, age, sexual orientation or disability in administration of its educational policies and programs, admission policies, merit scholarships and loan programs, and athletic or other university-administered programs. Complaints or concerns should be filed with the University's Title IX coordinator.

General admission to the university does not constitute admission to a program of study. Contact the Office of Admission at 503-280-8501 for specific requirements.

PROGRAMS OF STUDY

List of Programs (p. 16)

No results found, please try again.

- Accounting (B.A.)
- Biology (B.A.)
- Business Administration (B.A.)
- Chemistry (B.A.)
- Doctorate of Education (Ed.D.)
- Early Childhood Education (B.S.)
- Education (B.A.) – Preliminary License
- English (B.A.)
- Exercise and Sport Science (B.S.)
- Global Studies (B.A.)
- Health Care Administration (B.S.)
- History (B.A.)
- Homeland Security & Emergency Management (B.S.)
- Humanities (B.A.)
- Juris Doctor (J.D.)
- Long Term Care Administration (B.S.)
- Marketing (B.A.)
- Master of Arts in Psychology: Community Psycholo...
- Master of Arts in Teaching (MAT)
- Master of Arts in Teaching English to Speakers o...
- Master of Business Administration (MBA)
- Master of Education (M.Ed.)
- Master of Science in Homeland Security & Emergen...
- Nursing (BSN)
- Psychology (B.A.)
- Religion (B.A.)
- Social Work (B.A. & B.S.)
- University Studies (B.A.)
- //

LIST OF PROGRAMS

Undergraduate Degree Programs

1. **Associate of Arts**
 - a. General Studies (p. 75)
2. **Bachelor of Arts**
 - a. Accounting (p. 150)
 - b. Biology (p. 77)

Concentrations in:

 - i. General Biology
 - ii. Molecular Biology
 - iii. Pre-Medical Studies
 - iv. Pre-Occupational Therapy
 - v. Pre-Physical Therapy
 - vi. Pre-Physician's Assistant
 - c. Business Administration (p. 152)

Concentrations in:

 - i. Accounting
 - ii. General Business
 - iii. Finance
 - iv. Management
 - v. Marketing
 - vi. Sports Management
 - d. Chemistry (p. 89)
 - e. Education
 - i. Licensure programs:
 1. Preliminary Teaching License (p. 51)
 - a. Elementary
 - b. Secondary
 - Concentration Options:
 - i. Biology
 - ii. Chemistry
 - iii. Health
 - iv. Language Arts (English)
 - v. Mathematics (Foundational and/or Advanced)
 - vi. Physical Education
 - vii. Social Studies
 - viii. English for Speakers of Other Language
 2. Lutheran Teacher Certification (p. 65)
 3. Teacher Colloquy (p. 66)
 - ii. Non-Licensure programs:
 1. Education
 - f. English (p. 92)

Concentrations in:

 - i. Communications
 - ii. Creative Writing
 - iii. Gender Studies
 - g. Global Studies (p. 96)
 - h. History (p. 99)
 - i. Humanities (p. 102)
 - j. Marketing (p. 155)
 - k. Psychology (p. 113)

Concentrations in:

 - i. Clinical/Counseling Psychology
 - ii. Developmental Psychology
 - iii. General Psychology
 - iv. Social/Community Psychology
 - l. Religion (p. 119)
 - m. Social Work (p. 144)
 - n. University Studies (p. 124)
3. **Bachelor of Science**
 - a. Early Childhood Education (p. 71) (non-licensure)¹
 - b. Exercise and Sport Science (p. 128)
 - i. Optional Minors:
 1. Human Performance
 2. Pre-Athletic Training
 3. ESS Sport Coaching
 - c. Exercise and Sport Science Pre-Physical Therapy (p. 128)
 - i. Optional Minors:
 1. Human Performance
 2. Pre-Athletic Training
 3. ESS Sport Coaching
 - d. Health Care Administration (p. 133)¹
 - e. Long Term Care Administration (p. 137)¹
 - f. Homeland Security & Emergency Management (p. 157)
 - g. Nursing (p. 139)
 - h. Social Work (p. 144)¹
4. **Undergraduate Minors**²
 - a. Art (p. 45)
 - b. Biology (p. 45)
 - c. Business Administration (p. 45)
 - d. Chemistry (p. 45)
 - e. Communication Studies (p. 45)
 - f. Computer Information Systems (p. 45)
 - g. Exercise & Sport Science (p. 45)
 - h. Gender Studies (p. 45)
 - i. Global Studies (p. 45)
 - j. Health Care Administration (p. 45)
 - k. History (p. 45)
 - l. Homeland Security & Emergency Management (p. 45)
 - m. Literature (p. 45)
 - n. Mathematics (General) (p. 45)
 - o. Music (p. 45)
 - p. Psychology (p. 45)

- q. Religion (p. 45)
- r. Social Work (p. 45)
- s. Spanish (p. 45)
- t. Sport Coaching (p. 45)
- u. Sports Management (p. 45)

- ¹ Indicates a non-traditional accelerated program in which professional experience is required for program admission.
- ² Minors must be in a discipline other than the student's major except those listed under the Exercise and Sport Science majors above.

Graduate Degree Programs and Certificates

1. **College of Arts and Sciences**
 - a. Master of Arts in Psychology: Community Psychology (p. 245)
 - b. Master of Arts in Teaching English to Speakers of Other Languages (p. 247)
2. **College of Education**
 - a. Doctorate of Education (p. 179)

Concentrations in:

 - i. Administrative Leadership
 - ii. Higher Education
 - iii. Instructional Leadership
 - iv. Professional Leadership, Inquiry, and Transformation
 - v. Transformational Leadership
 - b. Master of Arts in Teaching (p. 195) (Preliminary teacher licensure for Oregon)
 - i. Elementary Education
 - ii. Secondary Education (Concentration Required)
 - c. Master of Arts in Educational Foundations (p. 191)
 - d. Master of Education
 - i. Master of Education in Administration (p. 202) (OR & WA Administration licensure)
 - ii. Master of Education in Career and Technical Education (p. 205)
 - iii. Master of Education in Curriculum & Instruction (p. 209)

Concentrations in:

 1. Adolescent Literacy
 2. Early Childhood Education
 3. Education Technology Leadership
 4. English to Speakers of Other Languages¹
 5. Environmental Education
 6. Health & Physical Education¹
 7. The Inclusive Classroom

- 8. Leadership
- 9. Mathematics
- 10. Methods and Curriculum
- 11. Reading Interventionist¹
- 12. Science
- 13. Science, Technology,
Engineering, Arts, and
Mathematics
- 14. Social Studies
- 15. Trauma and Resilience in
Educational Settings
- iv Master of Education in Educational
Leadership (p. 223)
- e. Certificate Programs for Oregon and
Washington students (p. 231)
 - i Preliminary Administrative
Licensure
 - ii Professional Administrative
Licensure
 - iii Health and Physical Education
 - iv Reading Interventionist
 - v Teaching English Language
Learners
- 3. **School of Law**
 - a. Juris Doctor (p. 250)
- 4. **School of Management**
 - a. Master of Business Administration
(p. 259)
Concentrations in:
 - i General Business
 - ii Finance
 - iii Healthcare Administration
 - iv Leadership & Management
 - v Professional Practice
 - vi Project Management
 - b. Master of Science in Homeland Security
& Emergency Management (p. 264)

¹ Indicates coursework may be used to add
an endorsement to an Oregon or Washington
teaching license

STUDENT SERVICES

Student Services at Concordia University creates programs designed to help students build or attain life skills and developmental competencies. Academic pursuits should be foremost in a student's thinking, yet two-thirds of a student's time is spent outside the classroom. The successful student will develop tools outside of the classroom to work on personal issues such as spiritual development, intellectual and social competence, development of a sense of purpose, self-worth, and career direction.

Student Service programs include new student orientation, academic advising, residence life, career guidance, personal counseling, student activities, student government, health services, campus safety, and dining services. Program specifics can be found in the Student Handbook. (<http://intranet.cu-portland.edu/students/documents/StudentHandbook.pdf>)

The faculty's Community Life Committee provides philosophical and policy-related guidance to the Student Services staff.

Residence Life

For residential students, life in the community is rich. Professional and resident advisor staff members work hard to offer programming relevant to the current world. The physical environment is structured to foster personal as well as recreational interaction between residents.

Concordia University has defined a set of values for the residential community. These values are implemented through a set of interpersonal and behavioral expectations for on-campus residents as well as visitors to the campus that emphasizes visitation and quiet hours, appropriate choices, and the prohibition of drugs and alcohol. Students are asked to respect the rights and freedoms of others while holding up the ideal of the Christian community as the center of residential life.

Housing Requirements

Traditional Students

The University has a two-year residency requirement for new, traditional-age students. Students under 21 years of age transferring to Concordia must live on campus for at least one year. Please see the Student Handbook (<http://intranet.cu-portland.edu/students/documents/StudentHandbook.pdf>) for specifics.

International Students

International Students are provided the following housing options:

1. University housing (campus residence halls) for undergraduate students
2. Undergraduate students who are 21 years of age and older and graduate students should make their own arrangements to live off-campus. The Department of International Studies will assist with housing options.

It is recommended that undergraduate International Students first live in University housing. This helps students learn the most about American culture and American higher education and provides the best setting in which to learn English.

Academic Advising

Freshmen and transfer undergraduate students entering Concordia participate in a comprehensive academic advising program. This program provides new students with their first links to the Concordia University community. Students are matched with an advisor who knows Concordia and understands the student's major course of study and career path, or who can assist in helping students to identify skills, aptitudes, and interests while considering major options.

A comprehensive and exciting orientation program will help students make the transition from previous educational experiences to those at Concordia University. In addition, special seminars, counseling, activities, and programs are available for all students to enjoy a successful and rewarding higher education experience.

Advisors will help each student plan a program of study, select courses, and assist them in a variety of academic matters. It is the responsibility of the student to maintain normal progress and to select the proper courses leading to their chosen degree.

Disability Support Services

Concordia University welcomes students with disabilities. Any student with a documented learning, physical or mental disability who feels their disability may impact academic success may qualify to receive accommodations. On-campus students needing academic adjustments are required to contact Disability Support Services (DSS), no later than the second Friday of the semester for which you are seeking accommodation. Online students needing academic adjustments are required

to contact a DSS, no later than the end of the first week of the term for which you are seeking accommodation. All discussions will remain confidential. Should an issue arise mid-semester, students should contact the DSS as soon as possible. However, not all mid-term requests can be guaranteed. Once your learning needs have been established and upon your consent, DSS will work with you, your professors, and your academic advisor to obtain appropriate learning accommodations.

Health and Counseling Services

Health Services

Due to the many stresses, roadblocks, and detours related to university life, students may at some point need some direct medical assistance. This can be found through the Health Center. The Health Center is located in the Faubion building and is open during the regular academic year.

Insurance/Athletic Insurance

Students are required to provide insurance coverage for their personal property, medical, and athletic needs. Most family insurance policies provide coverage for these concerns. Student group accident and emergency insurance information is available in Student Services, Administrative Services, or Health Services. This insurance is not sufficient for student athletes. Student athletes are required to show proof of adequate medical insurance before participating in any athletic activity. By Concordia University policy, all international students on an F-1 or J-1 visa are required to have health and repatriation insurance.

Counseling

In many ways, college students stand at the crossroads of transformation. Through education, building relationships, and personal development, students are making decisions today that will impact the rest of their lives. Concordia University seeks to assist in this endeavor by providing opportunities for growth within a Christian context. The Counseling Center offers confidential, individual counseling sessions with a trained and experienced counselor to any student, free of charge.

The Counseling Center wants to help students have a positive and beneficial Concordia experience. Whether it's academics, personal healing, or just a listening ear, students are encouraged to come in and talk.

Career Development

Through a variety of resources, including individual career counseling, access to the Internet, computer-assisted career guidance programs, a career resource library, career assessments, and a job listing service, students are encouraged to take responsibility for investing their lives in purposeful activity. Workshops and seminars are offered throughout the year that focuses on career planning and job search skills.

In cooperation with the four academic colleges, Concordia's Career Development Program is designed to provide services and opportunities to meet the needs of the diverse student population. Contact the Student Services Office for more information and appointments.

Public Safety

Concordia's Public Safety Office provides 24-hour security and is responsible for the safety of the campus community and for the protection of property. The Public Safety Office works with the residence staff and maintains close contact with local law enforcement agencies. After dark, students may request personal escorts.

Vehicle Registration

All vehicles are required to be registered with Concordia's Public Safety Office. It is the student's responsibility to observe all State of Oregon ordinances with respect to registration and operation of motor vehicles. Students are also required to adhere to all City of Portland and Concordia University parking regulations (see the Campus Safety web site (<http://www.cu-portland.edu/student-affairs/campus-safety/parking-policy-information>) for more detailed parking information). Concordia does not assume liability for loss or damage of automobiles, motorcycles, or bicycles by theft or accident. Valuables should not be stored in parked vehicles. Owners are advised to provide adequate insurance protection to cover any loss or damage.

Co-Curricular Activities

Concordia University sponsors numerous activities aimed at developing character, individual talents, and maturity. These co-curricular recreational opportunities allow a large percentage of students to participate. Listed below are some of the main activities offered on campus:

Intercollegiate Athletics

Concordia University is a member of the National Collegiate Athletic Association

Division II. The NCAA Division II is comprised of nearly 300 colleges and universities across the United States and Canada. The Cavaliers compete in the Great Northwest Athletic Conference (GNAC) and offer the following sports: baseball, men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's soccer, softball, men's and women's indoor track and field, men's and women's outdoor track and field and volleyball.

Intramural Athletics (IM)

The goals of intramurals are to provide an opportunity to stay physically active, have fun and fellowship with other CU students. There are regularly scheduled times for team and individual sports and activities as well as time allocated for outdoor and indoor activities (i.e. volleyball, basketball, floor hockey, dodge ball, soccer, etc.). Special tournaments, leagues and competitions are organized and directed by the IM Director as part of student government. In addition, students can utilize the CU fitness center for individual cardiovascular or resistance training.

Music at Concordia University

Concordia University offers a variety of opportunities to get involved in music. Whether your talents lie in instrumental or vocal performance, we have an ensemble for you. Ensemble groups include Brass Ensemble, Christi Crux Vocal Ensemble, Concert Choir, Handbell Ensemble, String Ensemble, Wind Ensemble, Jazz Ensemble, and Concordia Praise Ensemble.

Social and Cultural Activities

Major social events on campus include dances, banquets, and fall and spring graduation festivities. Other formal and informal events are planned throughout the year. International students are welcome to participate in all social and cultural activities. Their participation in campus life provides unique opportunities for cultural awareness and understanding.

Media and Publications

The Promethean

The Promethean is Concordia University's literary and arts journal. It provides a forum for student, faculty, and visiting contributor opinion, scholarship, poetry, art, photography, and other creative endeavors. Students can contribute short stories, plays, and essays, as well as learn how to compose, edit, and publish a journal of the literary and visual arts. All students involved in the publication of the journal receive academic credit by enrolling in ENG 217 LITERARY JOURNAL I and ENG 218

LITERARY JOURNAL II. For more information, contact the faculty advisor to *The Promethean*.

Honor Societies

Delta Mu Delta

Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its individual members and the business community through life-time membership. Students working towards a major in the School of Management who meet the GPA and academic standing requirements will be invited to apply for Delta Mu Delta membership.

Kappa Delta Pi

Your academic excellence and dedication to the teaching profession can earn you the opportunity to belong to Kappa Delta Pi, the world's largest association of outstanding education professionals. Kappa Delta Pi is the only organization that represents all educators regardless of subject area specialty, degree obtained, grade-level focus, or years of teaching experience. Though diverse, all KDP members share a common purpose. We are a dynamic community of exceptional educators committed to promoting excellence in the education profession by recognizing and advancing scholarship, leadership, and service. The Concordia University Chapter began in the spring of 2009 and is open to those majoring in education or in the DCE program. For more information about the membership requirements, please send an e-mail to kdp.cupdx@gmail.com. (concordia.kdp@gmail.com)

Psi Chi

Psi Chi is the International Honor Society in Psychology and has two primary purposes: (1) to encourage, stimulate, and maintain excellence in scholarship, and (2) to advance the science of psychology. Membership is open to undergraduate and graduate students who are majoring or minoring in psychology, and who meet the minimum qualifications. The mission of Psi Chi is to produce well-educated, ethical, and socially responsible members committed to contributing to the science and profession of psychology and to society in general. Students with a major or minor in Psychology and who meet the minimum GPA requirements are eligible to apply. See the Psychology Department (<http://www.cu-portland.edu/academics/colleges/college-theology-arts-and-sciences/undergraduate-programs/psychology/program-chair-info>) for more information.

Sigma Tau Delta

Membership in Concordia University's local chapter of the internationally-constituted English honor society, Sigma Tau Delta, is open to prospective majors or minors in English who have completed at least two literature courses beyond the freshman composition requirements, academically rank in the upper third of the Concordia University community, have achieved at least a B average in all courses in English, and who have completed at least five semesters of collegiate work. Sigma Tau Delta confers recognition of superior academic achievement in English, and the Concordia chapter – Alpha Beta Rho – supports the publication of the college's literary journal, *The Promethean*. The society invites members to compete for scholarships of up to \$5,000 in the fields of poetry, creative writing, and critical writing. Initiation of new members is conducted each spring term. Interested students should contact Sigma Tau Delta's faculty advisor for more information.

Clubs and Organizations**Associated Students of Concordia (ASCU)**

ASCU (Associated Students of Concordia University) (<http://www.cu-portland.edu/node/260>) is the student body of CU in Portland. Just by being a student, you are a member. We represent the student voice at Concordia, and provide many opportunities for students including: leadership positions in student senate and program boards, events, intramural sports, and much more.

For more information on ASCU and/or clubs on campus please email us at ascu@cu-portland.edu.

Fellowship of Christian Athletes

The Fellowship of Christian Athletes provides athletes and coaches with Christian support.

Ultimate Frisbee Club

Ultimate Frisbee club offers a weekly opportunity for students, staff, faculty, and the community to have fun, get exercise and enjoy some Ultimate Frisbee.

Hawai'i Club

Hui'O Hawai'i Club exists to invite friends and family of Concordia University to experience the Aloha Spirit. During spring term Hawai'i Club hosts their annual Lua'u which has become a marquee event on campus. For more information please check them out on Facebook at Concordia University Hui #O Hawai'i (<https://www.facebook.com/groups/222727351216071>).

Investments Club

The clubs purpose is to grow finance experience and knowledge through practical and consensus participation. This would include weekly stock pitches by members as well as market updates for portfolio management.

The Student Nurses Association

Open to all nursing students, Concordia's Nursing club unifies those in nursing and pre-nursing. The club participates in at least one service event a semester and helps with the annual pinning ceremony for graduating nursing students.

Social Work Club

The Social Work Club helps students and faculty to become better acquainted, exchange ideas, share common experiences, and serve the community in various ways. The club also brings in guest speakers from the social work profession to address issues, trends, and situations unique to the profession.

Soccer Club

The purpose of the soccer club is to unite and involve students once a week, using the game of soccer. The goals of club is to involve the students and/or faculty in a year round physical activity while having fun and to create long lasting friendships.

The Student Veterans of Concordia University (SVCU) Club

SVCU is committed to providing comprehensive resources to military affiliated students to support personal, academic, and professional development. The SVCU is an inclusive club that serves as a campus liaison between the student veteran and the University to foster the successful transition from military to college life.

Student Service Corps

Concordia University Student Service Corps (<http://www.cu-portland.edu/campus-life/student-service-corps>) are a mentorship series designed to promote meaningful relationships between University students and underprivileged urban youth. The Student Service Corps are designed specifically to help provide solutions to low graduation rate, low testing results, high gang prevalence, and lack of positive role models. The Service Corps include Concordia Teacher Corps, Health Corps, Green Corps, Performing Arts Corps, and Athlete Corps.

DISCLAIMER: The views expressed by student organizations are their own and do not necessarily reflect the views of Concordia University.

UNDERGRADUATE

UNDERGRADUATE PROGRAMS

Concordia University has designed its academic programs to prepare graduates for further studies at the graduate level or to enter a variety of professions. In addition to a selected major, all undergraduate students are required to take a core of General Education courses that ensure a broad introduction to the liberal arts disciplines. Most programs can be completed in four years if a student carries a full load (16 hours) each semester.

Concordia is a Christian university, and integrates the study of religion as a requirement in all degree programs, specifically through the General Education curriculum for undergraduate students. Religion courses include faith discussions in the world of learning and are designed to:

- Facilitate the personal pursuit of understanding in the quest for meaning and answers to life's ultimate questions.
- Assist in cultivating a better understanding of the religious character of others. Students develop their skills in communicating intelligently and compassionately with people from other religious and secular cultures. Failure to understand others, especially their religious symbols and world views, has caused untold grief in this country and abroad.
- Encourage all students to adopt an attitude of service to church, society, and the world. This attitude of service is directly related to the fundamental faith commitments, ethical insights, and perspectives of the Christian faith in a Lutheran academic tradition.
- Encourage a hopeful stance toward the possibilities of resolving personal, societal, and world problems through an active faith life of Concordia's graduates.

Admission

Academic Preparation

Concordia University reviews the whole person and their aptitude for academic, personal, and spiritual development to determine admissibility. High school or college grades, course content, test scores, essays, extra-curricular activities, and recommendations from teachers, counselors, and principals play an important part in the admission process. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, national or ethnic origins,

marital or financial status, disability, gender, sexual orientation or any other non-merit factor. Concordia University reserves the right to accept or deny students for academic and non-academic reasons based upon the admission review committee's determination of institutional fit and aptitude for success.

The best preparation for college is a solid academic foundation in high school. Concordia strongly recommends that applicants have taken the following: English (4 years), social studies (3), mathematics (3), science (3), foreign language (2), music-art (1), health-physical education (1), and computer applications.

Admission Criteria

Freshmen Admission

Concordia University offers an Early Action admission plan for Freshmen, with a deadline of November 15. After the Early Action period closes, Concordia uses a rolling admission process, reviewing applications in the order in which they are received. During rolling admission, an admission decision is generally made within two weeks of the completion of the application process. Application to Concordia University is available online at www.applytocu.com (<http://www.applytocu.com>). Also, Concordia University is part of the Common Application for Undergraduate Admission and accepts applications through their website found at www.commonapp.org (<http://www.commonapp.org>). High school graduates and college transfer students with fewer than 12 semester or 18 quarter credits may be eligible for freshmen admission, provided they fulfill and submit the following materials:

- **Undergraduate application for admission:** Available online at: www.applytocu.com (<http://www.applytocu.com>).
- **Official high school transcripts:** Applicants may submit high school transcripts as early as the completion of their junior year. Following high school graduation, the final official transcript must be submitted. If the applicant has taken college-level coursework while in high school or after high school graduation, all official college transcripts must be sent to Concordia University in a sealed envelope.
- **Admission essay:** Applicants are required to submit one essay. There are three different options for fulfilling this requirement. 1. Students may submit a written response to the admission essay question included in the online application process. 2.

Students may request the essay portion of the SAT exam to be used to fulfill this requirement. 3. Students applying through the Common Application may use the common admission essay to fulfill this requirement. Students applying to the nursing program must submit an essay on why they want to be a nurse. Students applying to the Honors Program must submit an essay answering the prompt found in the current Honors Program (<http://www.cu-portland.edu/admission/undergraduate/honors/how-apply-honors-program>) Handbook.

- **Letters of Recommendation:** Applicants must submit two letters of recommendation (at least one teacher/professor recommendation). Letters of recommendation are confidential and not available to students. A letter of recommendation form can be found on the website.
- **Standardized tests scores:** The SAT or ACT may be taken to fulfill this requirement. Applicants may take standardized tests more than one time. The Office of Admission will accept the highest score on a given test for admission decision and merit scholarship.
- **GED students:** High school students completing their secondary education through a GED program must earn a passing score of 145 or above on all tests. GED students are eligible for academic merit scholarships and will need to meet with an admission counselor to convert GED scores for the purpose of determining merit eligibility. GED students must complete all other documentation required for admission.
- **Home-schooled students and students graduating from non-accredited high schools:** Applicants must submit official high school transcripts provided by the person responsible for instruction and completion of degree. Home-schooled students are eligible for academic merit scholarships and will need to meet with an admission counselor to assist in determining merit eligibility. All students must complete required documentation for admission.
- **Earning college credit through Running Start (Washington residents), College Advantage, Early College Credit, College Now, and other high school programs while attending high school:** Students who are taking college-level courses as part of their high school diploma program may receive college transfer credit for courses completed. Students may still

apply as freshmen for the purpose of receiving freshmen-level financial aid and scholarships. All transferable college-level coursework will be applied to their degree at Concordia University upon approval from the Registrar's Office. Running Start students who complete their Washington transfer degree (Associate in Arts & Sciences - Direct Transfer Agreement (DTA)) will receive transfer credit for all CU general education requirements that are (a) non-major specific, (b) non-CU specific, (c) non-religion and (d) are lower division courses. Applicants, who graduate from high school, then attend a community college or university and earn more than 12 semester hours, will need to apply to Concordia University as a transfer student. See below.

Note: Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

Transfer Student Admission

Applicants with more than 12 semester or 18 quarter credits from an accredited college or university are considered transfer students. Transcripts are reviewed by the Registrar to confirm transferability of completed coursework. Concordia University uses a 2:3 ratio to translate quarter credits from community colleges or other schools that operate on a quarter system into semester credits:

Quarter credit to Semester credit

Quarter	Semester
5	3.33
4	2.7
3	2
2	1.33
1	0.7

Transferable credits intended to satisfy requirements in the student's academic program, other than general education credits, must be graded "C" or better. Credits that are 10 years old or older may fulfill pertinent course requirements, but will not be incorporated into the cumulative GPA. To receive admission, transfer students must fulfill and submit the following materials:

- **Undergraduate application for admission:** Available online at: www.applytocu.com (<http://www.applytocu.com>).
- **Official transcripts:** Official transcripts of all completed and in-progress coursework

from each college previously or currently attended.

Letters of Recommendation:

Applicants must submit two letters of recommendation (at least one teacher/professor recommendation). Letters of recommendation are confidential and not available to students. A letter of recommendation form can be found on the website.

Freshman and transfer students may apply online for free. (This is limited to one time only). Go online to www.applytocu.com (<http://www.applytocu.com>).

Note: Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

Undergraduate Transfer of Credit Policy

General Policy

To students pursuing a first bachelor's degree, the Office of Admissions awards transfer credit according to the guidelines discussed here. The Admissions Office and the Registrar reserve the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by their regional accrediting association for colleges and universities, provided that such credits have been earned through university-level courses appropriate to the student's degree program at Concordia University (CU). Exceptions are noted under Notable Restrictions on Transfer Credit and Courses Receiving No Credit.

Full-time students at Concordia who wish to take a course at another institution, to be applied toward graduation at Concordia University, must consult with the student's advisor, in coordination with the Registrar's Office, before enrolling in such courses. If students do not receive such input, these courses may not apply to Concordia University graduation requirements.

Block Transfer of General Education Requirements

Concordia University recognizes the following Block Transfer Degrees as clearing all General Education Requirements except REL 401 and HUM 351.

- Associate of Arts Oregon Transfer (AAOT)

- Associate of Science Oregon Transfer for Business (ASOTB)
- The Washington Transfer Associate of Arts (WTAA) also known as the Direct Transfer Agreement (AA-DTA and AS-DTA)
- The California Associate of Arts Degree for Transfer or any associate's degree if you also met the Intersegmental General Education Transfer Curriculum (IGETC) requirements or the CSU General Education Breadth requirements.

Students who have earned an approved transferable associate's degree may need to complete prerequisite courses for their major. Students will also have to complete the Admit To Major process for their desired program.

Students who hold an Associate Degree in Nursing are not eligible for admission to the ABSN program.

Students who have a bachelor's degree from a regionally accredited or ABHE accredited college or university may pursue a second bachelor's degree at Concordia University in accordance with the University Requirements for earning a second bachelor's degree.

The Registrar will evaluate transcripts of transfer students bringing in other associate's degrees to determine satisfaction of Concordia University general education requirements and transfer level status. Please contact a Transfer Coordinator for more details about additional degree requirements.

Class Standing

A student's class standing is determined by the total number of transfer credits awarded by CU, not by the number of years of college study or by the completion of an associate's degree. A student's class standing is determined by the total number of transfer credits awarded by CU, not by the number of years of college study or by the completion of an associate's degree.

- Students who have earned 29.9 or fewer credits in courses numbered 100 or above are classified as Freshmen;
- Students who have earned 30-59.9 or fewer credits in courses numbered 100 or above are classified as Sophomores;
- Students who have earned 60-89.9 or fewer credits in courses numbered 100 or above are classified as Juniors;
- Students who have earned 90 or more credits in courses numbered 100 or above are classified as Seniors;

Satisfying CU graduation requirements depends not only on the number of semester

credits completed—a minimum of 124 for most programs—but also on completing all College and major requirements.

Semester vs. Quarter Credits

Colleges and universities that operate on a semester system award semester credit. Concordia University awards semester credit. To convert semester to quarter credits, multiply by 1.5. To convert quarter credits to semester credits, multiply by two-thirds.

Applying Transfer Credit to Degree Requirements

Before a student first registers for classes at Concordia University, they should meet with an academic adviser to plan a program of study. The advisor determines how the transfer credits shown on the transfer-credit evaluation may be used to meet CU degree requirements.

Alternative Credit Options CLEP

Concordia University grants academic credit for CLEP. Information regarding minimum score requirements, maximum credits, and approved exams are available in the Registrar's Office.

For credit by examination for independent study completed outside a formal educational setting, contact the Registrar at registrar@cu-portland.edu or 503-280-8510.

Transfer Credit Evaluation

Determination of how and what credit will transfer to Concordia University from another institution is facilitated by the Registrar's office in consultation with College Deans, Department Chairs and the faculty.

The information recorded on the transfer credit evaluation, including the transfer of credits and the transfer GPA, becomes part of the student's permanent record at CU. If a student applies to an academic program with special admission requirements, transfer coursework and the transfer GPA will be considered.

The evaluation is not an official transcript. The official CU transcript that is sent out to other institutions includes the transfer GPA and a detailed listing of the transfer credit CU awarded. Transfer grades are not included in CU GPA although they do factor into the cumulative GPA.

Appeal Procedure

If some courses do not transfer and the student questions a decision, the student should consult the Registrar's Office. Further appeal can be directed to the Office of the Provost.

Courses Receiving No Credit

Concordia University reserves the right to deny credit for courses that are not compatible with those offered in its baccalaureate degree programs. Some general categories of courses never receive transfer credit—or, in some instances, receive credit on a restricted basis only (see items marked with an asterisk in the list that follows). Examples of courses that receive no credit include:

- Courses considered below college level (usually numbered below 100).
- Repeated course or courses with duplicate subject content.
- Coursework earned at an institution that did not hold at least candidacy status with its regional accrediting association when the coursework was taken.
- Mathematics courses considered below college level, including basic math, business math and beginning and intermediate algebra.
- Courses offered for non-credit continuing education units (CEU).
- Remedial English (for example, but not limited to: reading, vocabulary development, grammar, speed reading, or any courses that are preparatory to an institution's Freshman Composition course).
- Courses providing instruction in English as a Second Language (100-level or above)*.
- Examinations offered by the College Level Placement Program (CLEP).
- Remedial courses in any academic discipline (100-level and above).
- Non-academic/vocational technical courses.

*For non-native speakers of English, up to 6 credits may be awarded completion of all levels of an English Language School and a minimum score of 525 on the TOEFL-PBT exam.

Notable Restrictions on Academic Credit

Transfer Credit Limit

The University allows a maximum of 60 credits of lower-division transfer coursework to be applied toward a CU degree. Of the 124 credits required for graduation from the University (some majors require more than 124), a maximum of 60 lower-division transfer credits are allowed. Once you are enrolled at CU, if your lower-division credit exceeds 60, there will be a difference between the "total credits earned" and the "total credits allowed" under the Summary of Transfer Credit following the Transcript Analysis.

Additionally, a maximum of 60 total transfer credits are allowed toward the 124 credit total. The University-wide residence requirement states that 30 of the last 45 credits must be taken "in residence" while enrolled as a matriculated student. Therefore, a student transferring 135 or more credits must complete a minimum of 45 more credits in residence at CU.

Out of Sequence Courses

Credit is not awarded for prerequisite courses in mathematics or foreign languages completed after a more advanced course has been completed. For example, students will not be awarded credit for Spanish 102 if taken after Spanish 103.

Residency

To be recommended for a first or subsequent baccalaureate degree, a student must complete 30 of their final 45 credits as a matriculated student in residence in Concordia University courses.

College Credit Taken While in High School

Earning college credit earned through Running Start (State of Washington residents), College Advantage, Early College Credit, College Now, BacPac, and other similar college courses while attending high school is guided by the following parameters.

Students who are taking college level courses as part of their high school diploma program may receive college transfer credit for courses completed. Students may still apply as freshmen for the purposes of receiving freshmen level financial aid and scholarships. All transferable college level coursework will be applied to their degree at Concordia University upon approval from the Registrar's Office. Running Start students will receive transfer credit for all CU general education requirements that are (a) non major specific, (b) non-CU specific, (c) non-religion and (d) are lower division courses. Applicants, who graduate from high school, then attend a community college or university and earn more than 12 semester hours will need to apply to Concordia University as a transfer student.

International Student Admission

International students are welcome to apply to Concordia University. Students from diverse backgrounds, perspectives, and cultures enhance the Concordia University community and individual classroom experience. The

opportunities that occur when interacting with students of diverse backgrounds and cultures are exciting and encouraging parts of the culture at Concordia.

International students with academic records from non-U.S. academic institutions are evaluated individually. Admission is based upon the University's ability to equate the student's academic records with that of U.S. grading standards. A student's grade point average (GPA) does not transfer from international institutions into Concordia. However, a 2.5 GPA equivalency is required for admission into undergraduate programs.

An international applicant is a student who will enter the United States on an F-1 student visa.

International Freshman Applicants

International applicants who have graduated from a secondary school, and who have earned fewer than 12 semester or 18 quarter credits from an accredited college or university, may be eligible for admission, provided they have fulfilled the following minimum criteria:

- Applicants may submit high school transcripts as early as the completion of their junior year. Following high school graduation, the final official transcript must be submitted. If the applicant has taken college level course work while in high school or after high school graduation, all official college transcripts must be sent to an approved transcript evaluation agency and an evaluation report must be sent to Concordia's international admissions office. A GPA may be weighted if a student has taken honors, AP, IB, or A-level courses. A score, no more than two years old, of 71 (Internet-based), 195 (computer-based), or 525 (paper-based) on the Test of English as a Foreign Language (TOEFL); or 6.0 on the International English Language Testing System (IELTS) test; or 18 on the ACT; or 480 on the Critical Reading section of the SAT; or completion of the final level at this approved English language school: ELS Language Centers – www.els.edu (<http://www.els.edu>).
- 2 letters of recommendation from people who know the applicant's academic record well (for example, a school teacher, Registrar, or Principal) and who is not related to the applicant.
- Admission essay: Applicants are required to submit one essay and have three different options for fulfilling this requirement: 1. Students may submit a written response to the admission essay question included in the online application process. 2.

Students may request the essay portion of the SAT exam be used to fulfill this requirement. 3. Students applying through the Common Application may use the common admission essay question to fulfill this requirement.

Other testing may be acceptable. Please contact the Director of International Admission for more information.

Freshman applicants attending an American high school, or citizens of countries where English is the native language, are required to take the SAT-I or ACT test in lieu of the TOEFL. A minimum Critical Reading SAT-I of 480 or an ACT composite score of 18 is required.

International Transfer Applicants

International applicants with more than 12 semester or 18 quarter credits from an accredited college or university are generally considered transfer students. Students who attended college outside of the United States are required to submit all transcripts to a pre-approved transcript evaluation organization and request the report to be sent to Concordia's international admissions office. Transcripts from U.S. institutions are reviewed by Concordia's Office of Admission to confirm transferability of completed coursework. Transcripts are then evaluated for transfer work by the Registrar's Office. Since Concordia University is a semester based university, we use a 2 to 3 ratio to translate quarter credits into semester credits.

Transferable credits intended to satisfy requirements in the student's academic program, other than general education credits, must be graded "C" or better. Credits earned at an international institution may fulfill pertinent course requirements but will not be incorporated into the cumulative GPA. To receive admission, international transfer applicants must fulfill the following minimum criteria:

- 2.5 cumulative GPA
- Non-U.S. transcripts require an evaluation by a pre-approved transcript evaluation agency with a report sent to Concordia's international admissions office. Pre-approved agencies are listed on <https://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>.
- A score, no more than two years old, of 71 (Internet-based), 195 (computer-based), or 525 (paper-based) on the TOEFL; or a score of 6.0 on the IELTS;

or a cumulative GPA of 2.5 in freshman English composition courses equivalent to Concordia University's WR 121; or completion of the final level at this approved English language school: ELS Language Centers – www.els.edu (<http://www.els.edu>)

- 2 letters of recommendation
- An essay of 500 words stating purpose of study

Other testing may be acceptable. Please contact the Director of International Admission for more information.

An English proficiency test score may be waived if a student attended their last two years of school in the United States, Canada, the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa.

International Undergraduate Application Process

- Request an official transcript from all previously attended high schools, language schools, colleges, and/or universities. All transcripts must be submitted in sealed envelopes from all previously attended academic institutions. For transfer students: All non-U.S. transcripts must be evaluated by a pre-approved evaluation agency with a report sent to Concordia University's admissions office. Pre-approved agencies are listed on <https://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>
- Submit two letters of recommendation from a current academic instructor, counselor, or employer/supervisor (form included with application).
- Complete the *Certificate of Immunization* form (required by Oregon state law). Students will not be allowed to attend classes if the form has not been received by Health Services.
- Fill out the *International Health History* form.
- Applicants are required to submit one essay and have three different options for fulfilling this requirement: 1. Students may submit a written response to the admission essay question included in the online application process. 2. Students may request the essay portion of the SAT exam to be used to fulfill this requirement. 3. Students applying through the Common Application may use the common admission essay question to fulfill this requirement.
- Submit a TOEFL or IELTS score, or academic English equivalent.

- Concordia's TOEFL code is 4079. (An English proficiency test score may be waived if a student attended their last two years of school in the United States, Canada, the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa.)
- Students with no TOEFL or IELTS score, alternative English test score, or with a TOEFL or IELTS score below the requirement may be conditionally admitted based on completion of the final level at this approved English language school:
 - ELS Language Centers - www.els.edu (<http://www.els.edu>)
- (<http://www.els.edu>) Students transferring a student visa from another school within the U.S. must: submit a completed U.S. Transfer Information Form and a copy of the student's current I-20.¹
- Freshman applicants attending an American high school, a high school where the curriculum is a regionally-accredited program (e.g., some international high schools), a high school where the medium of instruction in the majority of their classes is English, or citizens of countries where English is the native language: Submit either SAT-I or ACT scores. Concordia's institutional code numbers for the tests are: SAT 4079; ACT 3458.

For an international student to receive an I-20, they must submit the following;

- A *Statement of Financial Guarantee* form, completed by the student or student's financial sponsor, and supporting bank statements, dated within 6 months of the program start date, showing that there are sufficient funds to pay for tuition, fees, and living expenses for one academic year.
- A copy of the picture and registration page of the student's passport.¹

¹ For students bringing dependents to the U.S., a copy of each dependent's passport and proof of financial support must also be received.

Note: Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

Admission of Non-native English Speakers to Education Programs

The College of Education welcomes and encourages students of diverse ethnicities and cultures who plan to be future teachers. However, in some cases, students who do not have sufficient proficiency in English

may not be successful candidates for clinical experiences. To help determine if non-native speakers possess the language skills necessary to succeed in an English speaking classroom, a score of 90 on the iBT exam (TOEFL) or a 7.0 on the IELTS exam must be met by any non-native English speaking student prior to clinical placement and seeking a teaching license in the United States. This test also includes a mandatory speaking component. Candidates who meet this requirement are eligible to be considered for clinical experiences. Candidates who do not meet the English language proficiency requirements may still earn a bachelor's degree in education, but will not be able to pursue an Oregon teacher's license.

International Undergraduate Admission Decision

- Upon receipt of the above documents, the candidate for admission will be considered for acceptance. Upon acceptance to the University, a non-refundable deposit of 300 USD is required for enrollment confirmation for students living on-campus or off campus on their own. Upon registration, the fee will be applied to the student's tuition account.
- An I-20 will not be issued until all required items have been received, the student is admitted, and the deposit received. (See *International Undergraduate Application Process* above.)
- International students are required to show proof of health and repatriation insurance before registering for classes.

UNDERGRADUATE TUITION AND FEES

Concordia University reserves the right to change tuition and fees subject to written notification.

Traditional B.A. Tuition

- Tuition/Hr .5 to 5.5 credits: \$484 per semester credit
- Tuition/Hr 6.0 to 11.5 credits: \$1,018 per semester credit
- Tuition 12-18 credits: \$15,254 per semester
- Tuition/Hr in excess of 18 credits/semester: \$484 per semester credit
- Tuition/Hr for Honored Citizens (p. 27): \$60 per semester credit (one course per term – please see below)
- Tuition/Hr for Auditing a Course: \$302 per semester credit
- Tuition/Hr for CTE Certificate Program: \$484 per semester credit
- Tuition/Hr for Off-Campus Summer Term Field and/or Experiential Courses: \$250 per semester credit
- Tuition for ENG 101 THEMES IN AMERICAN LIT-PARADOX or other courses in the Summer Bridge Program: \$100 per credit hour

Note: Students enrolled in traditional academic programs are eligible to apply for Concordia University grants-in-aid.

Career and Technical Education Program (Undergraduate)

- Tuition \$484 per credit

Early Childhood Education Program (Undergraduate)

- Tuition \$484 per credit

Health & Human Services Programs (Undergraduate)

- Tuition B.S. Social Work: \$484 per semester credit
- Tuition B.S. Health Care Administration and Long Term Care Administration: \$484 per semester credit

Homeland Security & Emergency Management Program (Undergraduate)

- Tuition \$484 per credit

Tuition for Honored Citizens

The "Honored Citizen Rate" applies to individuals age 62 and over who are not matriculating towards a degree at Concordia University. These individuals may take ONE course per semester at the rate of \$60 per credit. This course can be audited or taken for academic credit. Persons utilizing this program are responsible for the cost of books, course materials, or any special course fees in addition to the tuition. These students may take seats in the class only as they are available over and above the seats taken by matriculating students. This discount will be applied during the three weeks prior to the beginning of the term, and decisions on class availability are made by the Registrar. The "Honored Citizen Rate" applies only to regularly-scheduled and taught courses that have sufficient enrollment, and does not apply to concurrent enrollment at another school, Independent or Directed Study, private lessons, or tutoring.

Education Program Specific Fees

- EDU 341-344: \$195
- EDU 451-454: \$305
- EDU 491-494: \$410

Dining and Housing Fees

Campus Dining Services

100% Declining Balance Program

- Lower Base Plan: \$2,165
- Main Base Plan: \$2,545
- Premium Plan: \$2,695
- Commuter Plan: \$480
- Mandatory Apartment Plan: \$100
- Voluntary Apartment Plan: \$1,285
- Voluntary ELS Session Plan: \$210

Off-campus students and students living in campus apartments may purchase debit-purchase meal plans in various amounts. Refer to program brochure for details.

Campus Housing

- Elizabeth Hall, Neils Hall, Weber Hall
 - Standard (2+ persons per room): \$2,445 per semester

- Single: \$2,445 per semester
- East Hall
 - Suite (2+ persons per room): \$2,445 per semester
 - Suite (Single): \$2,445 per semester
 - 2 Bedroom Apartment: \$2,850 per semester
 - 4 Bedroom Apartment: \$2,850 per semester
- Holman (Coates) Apartments
 - \$2,850 per semester
- Concordia Place Apartments
 - Studio: \$3,495 per semester
 - 2 Bedroom: \$3,235 per semester
 - 3 Bedroom: \$3,235 per semester
 - 4 Bedroom: \$3,235 per semester
- K-Street Apartments
 - Studio: \$945 per month
 - Studio - Large: \$995 per month
 - Studio - Dbl Occupancy: \$498 per month
 - 1BR - Standard: \$1,245 per month
 - 1BR - Standard Dbl Occupancy: \$623 per month
 - 1BR - Large: \$1,295 per month
 - 1BR - Large Dbl Occupancy: \$648 per month
 - 2BR - Standard: \$1,795
 - 2BR - Standard Dbl Occupancy: \$898
 - 2BR - Large: \$1,820
 - 2BR - Large Dbl Occupancy: \$910
- Residence Hall Damage Deposit (refundable): \$250 per year
- K Street Damage Deposit (refundable): \$500 per year

Campus Housing fee includes a student-assessed fee of \$30 per semester for student activities. Students electing to terminate their campus-housing contract before June 1 are subject to a contract cancellation fee of \$250.

Miscellaneous Fees

- **Credit by Exam Fee:** A \$50 testing fee is required. If the student passes the exam, then an additional charge is assessed of: (hourly tuition rate x credits x 33%) – \$50 testing fee previously paid.
- **Deferred Payment Plan Charge:** Students who opt to pay their tuition on a monthly payment plan are assessed a charge of \$35 per term.
- **Graduation Fees**
 - \$100 for all students applying to graduate
- **Independent Study or Directed Study Fees:** Students may arrange for independent study or directed study course work in

accordance with existing academic policies. A flat fee of \$300 will be assessed to any course taught in either an independent study or directed study format. This course fee will be in addition to any tuition fee assessed for the credit hours enrolled.

- **Lab Fees:** refer to course descriptions and schedules
 - **Late Payment Fees:** A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.
 - **Prior Service Learning (SLE) Fee: \$10** Service Learning Consultation and Placement fee (nonrefundable)
 - **Private Music Lessons**
 - 1/2 hour lesson per week: \$450 per semester
 - 1 hour lesson per week: \$900 per semester
 - **Student Government Fee:** Sanctioned by the Associated Students of Concordia University (ASCU), the Student Government Fee supports student publications, clubs, and activities:
Traditional B.A. and B.S. Programs:

Students enrolled full time:	\$80.00
Students enrolled between 6 and 11.5 credits:	\$40.00
Health and Human Services B.S. Programs:	\$40.00
All On-campus Graduate Level Programs: ¹	\$40.00
- ¹ Only assessed during Fall & Spring semesters

- **Technology Portfolio Fee:** All students enrolled in an undergraduate or graduate program that does not have an online counterpart are assessed a combined technology and portfolio fee that is utilized to provide state-of-the-art instructional technology, provide equitable access to technology resources at Concordia University, maximize the impact of both student-owned and institution-owned computing and information resources, and provide Concordia University students with a competitive advantage.
 - Students enrolled in .5 to 5.5 credits will be assessed a \$100 fee per semester.
 - Students enrolled in 6.0 or more credits will be assessed a \$200 fee per semester

- **Transcript Fee:**
 - Official Transcripts – \$5 per copy. Additional charges may apply when ordering paper copies. Visit <http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas> for a current listing. Note: Transcripts are processed through the third-party entity, Parchment, Inc.
 - Unofficial Transcripts – no charge. Available online at <https://mycu.cu-portland.edu>.
- **Tuition Deposit** (due after admission acceptance): \$300

Other Expenses

- **Estimated cost of books:** \$450 per semester
 - More information can be found at: <http://www.cu-portland.edu/student-services/bookstore>

Payment Policy

Students are required to make full payment of fees or enter into a deferred payment agreement on or before the first day of the term. Students will not be permitted to attend classes until financial arrangements have been completed. A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

The following are considered payments:

- Cash, check, money order, or payments made by VISA, American Express, Discover, Diners Card, or MasterCard.
- Student loan proceeds that have been received by Student Accounts. Students must apply for loans at least six weeks prior to the beginning of an academic term to ensure that their loan proceeds are received by the university before classes begin.
- Scholarships and grants awarded by Concordia's Financial Aid Office.
- A letter of financial guarantee from a sponsoring embassy or agency.

Please note:

- A service charge of up to \$35 per semester is assessed to participate in a monthly deferred-payment program. Additional information regarding terms of this program can be obtained from Student Accounts.
- Failure to make satisfactory payment arrangements may result in withdrawn academic registration.
- No student will be permitted to register for a semester of study with a past due

balance. Diploma, transcripts, employment placement credentials, and grades will be withheld until payment is made in full.

- If a student's account becomes delinquent, the student agrees to give Concordia University permission to seek legal remedy including, but not limited to, identifying and contacting present and future employers to receive information for purposes of collection of the debt. Collection fees, attorneys' fees, and other collection costs will be paid by the student.
- Upon registering for classes at Concordia University, each student is obligated to pay tuition and fees, and agrees to, and is bound by, the payment policy described above.

Tuition Assessment and Refund Policy - Undergraduate

Concordia University's Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Because many classes do not meet regularly throughout an entire term, it is important for students to know which term their classes are in so that they know when tuition is due. Tuition is due on the first day of the term.

Withdrawal Policy

In order to withdraw from a class, the student must submit a completed copy of the official withdraw request form.

Tuition and course fee refunds are processed based upon the length of each course and the date upon which the course is withdrawn.

Refunds follow the below schedule:

Class Length (in weeks)	Add Period	Drop Period	Withdra 100% Refund	Withdra 50% Refund	Withdra 25% Refund	Withdra No Refund
5	1st Week	1st Week	2nd Week	N/A	3rd Week	
8	1st Week	2nd Week	3rd Week	4th Week	5th Week	
15	2nd Week	2nd Week	3rd Week	4th Week	9th Week	

- Courses less than 5 weeks in length can be dropped before the course starts for 100% refund. Once the course starts, no refund is available.
- "Drop" indicates course will not be recorded on transcript. "Withdraw" indicates course will be recorded on the transcript.

- Deadlines fall on Friday or next business day in the event of a holiday.

The date utilized in the above calculations is the date on which the student submits a completed copy of the official withdraw request form.

Deployment or Unexpected Withdrawal Policy

The Concordia University refund policy provides prorated refunds for dropped or withdrawn courses within the applicable deadlines posted on the academic calendar (<http://www.cu-portland.edu/academics/registrar/academic-calendar>). If a student is called to active duty military service they may be eligible for exceptions to these posted deadlines.

- Students called to active duty should contact all of their professors to arrange for final grades to be issued or for assignment of incompletes as appropriate (see University policy on incomplete grades for more information).
- If arrangements for a final grade or incomplete are not possible (in some or all courses), Concordia University will drop the course(s).
- Any refund (full or partial) of tuition and fees will be determined for applicable courses upon verification of circumstances. Students must make a written request for an exception to the standard withdrawal policy. NOTE: all exceptions will be deliberated within the constraints of the U.S. Department of Education's Federal Student Aid Title IV policies.
- A copy of general active duty orders containing an issue date and effective date will be expected as a form of documentation.
- Please submit documentation and proof to the Office of Student Accounts & Veteran Benefits (Luther Hall 200 or vets@cu-portland.edu) to discuss your options.

Financial Aid Implications

For students who withdraw from all courses in any given term:

- If withdrawal from all courses within a given term occurs prior to completing more than 60% of the term, financial aid will be pro-rated according to the federal Return of Title IV Funds policy (<http://www.cu-portland.edu/admission/financial-aid/policies>). Courses withdrawn during this period may have a transcript record.

- NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.
- If withdrawal from all courses within a given term occurs after completing more than 60% of the term, there will be no adjustment for financial aid. Courses withdrawn during this period will have a transcript record.
- To begin the process of withdrawing from all courses within a given term, a student must contact an academic advisor.

For students who withdraw from one or more courses but remain enrolled in other courses in any given term:

- If, due to a withdrawal, a student's course load disqualifies them for all or part of previously awarded financial aid, that portion of financial aid may be returned to its payment source (federal student loan, financial aid, personal resources, scholarships, etc.).
- NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.

FINANCIAL ASSISTANCE

Basis for Student Financial Aid

The primary responsibility for paying for a college education belongs to students and to the families of dependent students. However, Concordia realizes that most students and families are not able to pay the full cost of attending private universities such as Concordia. The CU financial aid programs help or assist to make up that difference between what families should reasonably be expected to provide and the total cost of attending Concordia. Each year, Concordia provides aid to over 90% of eligible students.

Eligibility for Aid

Students who are admitted to a degree or education licensure program at Concordia are eligible to apply for financial aid. Many of the financial aid programs at Concordia are restricted to those students who have demonstrated financial need to attend college. All need-based aid programs are restricted to students who are citizens or eligible non-citizens of the United States, certain residents of the Pacific Islands, permanent residents of the United States, or students in the United States for other than a temporary purpose with the intention of becoming permanent residents. All eligible non-citizens of the United States must provide appropriate documentation from the Office of U.S. Citizenship and Immigration Services before receiving aid.

How to Apply for Financial Aid

Concordia requires that all students applying for financial aid file a Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available online (<http://www.fafsa.ed.gov>). Concordia University's Title IV school code is 003191. The URL for the online FAFSA application is www.fafsa.ed.gov (<http://www.fafsa.ed.gov>).

Once the FAFSA is filed, a Student Aid Report (SAR) is produced. The SAR reports the amount that the student and family are expected to contribute toward educational expenses. This calculated contribution is subtracted from the Cost of Attendance budget established by Concordia to determine demonstrated financial need. In many cases, a financial aid package

will offer financial assistance to meet 100% of demonstrated financial need.

Primary Types of Financial Aid

Concordia's financial aid package combines three basic types of aid: grants and scholarships, student loans, and college work/study opportunities. Most often, over half of demonstrated financial need is provided through grants and scholarships (gift aid which need not be repaid); the remaining eligibility is available through a combination of student loans and college work/study opportunities.

Certain scholarships, awards, and talent grants may be awarded on criteria other than demonstrated financial need (e.g., specific program enrollment, academic achievement). These scholarships, awards, and grants will be calculated and included with need-based grants in determining the total financial aid package. Generally, scholarships, awards, and talent grants increase gift aid and decrease student loan eligibility.

Grant and Scholarship Programs

College Funding Sources¹

- Lutheran High School Graduate Award
- Lutheran Pastor Family Award
- Sylwester LCMS Church Work Family Award
- Transfer Awards
- Concordia Student Grant
- FAFSA Filer Award
- Endowment Grants
- LCMS Professional Church Work Grants
- Academic Merit Scholarships
- Athletic Scholarships
- Honors Scholarship
- Concordia University Nursing Scholarship
- Instrumental Scholarships
- Leadership Scholarships
- Phi Theta Kappa Scholarships
- PGE Scholarships
- Vocal Scholarships

¹ College Funding Sources are not available to students enrolled in the Master's programs or BS programs in Health Care Administration, Long Term Care Administration or Social Work.

Government Funding Sources²

- Oregon Opportunity Grant
- PELL Grant
- SEOG Grant
- TEACH Grant

² Generally, the Government Funding Sources listed above are for eligible students in undergraduate programs. The TEACH Grant may be available for qualified students in the M.Ed. program, but not other graduate programs.

Student Loan Programs

- William D. Ford Federal Direct Loan Program
 - Stafford Loans
 - Parent PLUS Loans
 - Graduate PLUS Loans
- Private Alternative Loans

Student Employment

Student employment opportunities include on-campus jobs funded by the Federal Title IV College Work/Study program and on-campus jobs funded from college sources. Additionally, there is some assistance for students in finding some off-campus jobs from local employers or individuals.

Additional scholarships can be researched at:

- www.finaid.org (<http://www.finaid.org>)
- www.fastweb.com (<http://www.fastweb.com>)
- www.getcollegefunds.org (<http://www.getcollegefunds.org>)

Other Types of Financial Assistance

Local Organizations, Businesses, and Clubs

Many local organizations, companies, and clubs offer programs to provide assistance to college students. All students are urged to seek information about such assistance from their advisor, financial aid officers, employers, and other personal or professional relations.

Congregations and the Lutheran Church

Many congregations and most districts of the Lutheran Church—Missouri Synod offer special grant programs to students preparing for professional church work careers. All church work students are urged to contact their pastors and their local LCMS district financial aid officers regarding availability of these programs.

Veteran Education Benefits

Academic programs offered at Concordia are approved by the Oregon State Approving Agency. Veterans and other persons eligible for educational benefits may complete

the education benefit application on the VA's website www.gibill.va.gov (<http://www.gibill.va.gov>). Students will receive confirmation (Certificate of Eligibility or CoE) from the VA regarding eligibility for education benefits. It is the student's responsibility to send a copy of the CoE to Concordia University's School Certifying Official in the Finance Office before benefits can be processed. Please note: a copy of the qualifying veteran's DD-214 is also required for those no longer on active duty or for those students receiving Dependent Education Assistance (Chapter 35) benefits. You must also submit all college transcripts for evaluation. Any veteran receiving GI Bill benefits while attending Concordia University is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. More information is available on <http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits>.

Satisfactory Academic Progress

Undergraduate Requirements

All students receiving financial assistance from the University, State Scholarship Programs, or Federal Student Aid Programs must maintain Satisfactory Academic Progress for Financial Aid. Quality and quantity of work is reviewed each semester. Undergraduate students will be expected to complete 67% of attempted hours each term with both a term and cumulative GPA of 2.0 or better. In addition, a minimum cumulative GPA of 2.0 must be earned by the time they have earned the equivalent of 60 semester credit hours. Students in baccalaureate programs must complete their program within 186 attempted credits, and students in associates programs must complete their credits within 93 attempted credits. Earned credits include those courses graded as "A", "B", "C", "D", or "P". Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If you fall below this scale or have an insufficient number of credits earned at the end of each term, you will be placed on Financial Aid Warning for the next term. During the Warning term, you must raise your GPA to the required level and/or remove the deficiency in credits earned or your aid will be revoked until the required GPA or credits earned is reached. Appeals for Financial Aid Revoke may be addressed to the Director of Financial Aid. Students who have been re-instated after being revoked are considered to be on Financial Aid Probation and must meet

specific requirements to continue to receive aid. Students who have been academically dismissed are automatically revoked from financial aid and if re-instated to the institution through appeal, may also need to appeal their financial aid status. Appeals received within the first 3 weeks of the term will be considered for that term. A student receiving a 0.0 GPA for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

Reestablishing eligibility (for all programs):

When a student's appeal has been denied or they have already been granted one appeal and failed to meet SAP standards during the probationary term, the student must reestablish eligibility for aid. The process for reestablishing eligibility is that a student must satisfactorily complete a term at full-time or equivalent (i.e. two terms at half-time enrollment) with the minimum required GPA without the benefit of Federal funding in order to reapply for aid. It is permissible for students to utilize private loan funds during a term that they are reestablishing eligibility. *Simply sitting out or not attending a term does not reestablish eligibility for Federal aid purposes.*

Revised 2/13/2018

ACADEMIC INFORMATION AND POLICIES

It is the student's responsibility to become familiar with the regulations of the university, in particular, the requirements for graduation, and to assure that these requirements are met.

- Privacy Rights of Students (FERPA)
- Academic Integrity at Concordia University-Portland (p. 33)
- Academic Information and Policies (alphabetical) (p. 35)

Privacy Rights of Students (FERPA)

The Family Educational Right and Privacy Act (FERPA) of 1974 (Public Law 93-380), as amended, Oregon Revised Statutes 351.065, and their implementing regulations, afford students certain rights with respect to their educational records and require Concordia University to assure that those students' rights are not abridged.

Student Record Privacy

FERPA protects the privacy of all "education records," in any medium, maintained by Concordia University. Although the law was written in 1974, its coverage is not limited to paper copies. All student education records, including records about students contained in computer databases, are protected.

It is important to respect the privacy of students. Even though a record is not protected by FERPA, it does not mean that the record can be freely released. For example, other laws protect employment and medical records. Medical records used to accommodate a disability should be kept separately from a student's "education records."

A student is any individual who is or has been enrolled as a student at Concordia University. This includes students who are enrolled in any Concordia course, whether attending the main campus, an off-campus site, or online, regardless of the student's age. FERPA continues to apply to a student's records even after they have graduated or otherwise left the University.

Most student records at the university are considered education records that are protected by FERPA.

Examples of education records include:

- Admissions information for students once they are enrolled;
- Biographical information including date and place of birth, gender, nationality, information about race and ethnicity;
- Grades, test scores, evaluations, courses taken, and official communications regarding a student's status;
- Coursework including papers and exams, class schedules, as well as written, email or recorded communications;
- Disciplinary records;
- Student's financial and financial aid records;
- Internship program records;
- Employment records related to a student's employment in a position for which only students are eligible.

Education Records include any information or data recorded in any medium that is directly related to a student and maintained by the University or by a person acting for the University. Record mediums include, but are not limited to, electronic databases and files, handwriting, print, tapes, film, e-mail, microfilm, and microfiche.

Some university records are not defined as educational records in FERPA, and the FERPA procedures do not apply to them. However, other legal restrictions do apply to them and they also may not be released. Any subpoena or request for release for these records should be referred to the Office of the Registrar. Some examples are the following:

- Employment records when the employment is not connected to student status (e.g., a staff member who happens to be pursuing a degree at the institution, as opposed to a student employed under the work-study program);
- Medical and mental health records used only for treatment of the student;
- Alumni records that do not relate to or contain information about the person as a student (e.g., information collected by the University pertaining to alumni accomplishments).
- Law enforcement records maintained by Campus Public Safety are not education records under FERPA, but may be subject to other restrictions

This is a list of examples only; it is important that all university records be maintained with appropriate restrictions.

Student Rights under FERPA

FERPA protects four specific rights of students. The right to:

Inspect

Students have the right to inspect and review their education records in a timely manner. Specifically, students have the right to inspect their records within 45 days of their request.

Amend

Students have the right to request the amendment of their education records that they believe are inaccurate or misleading.

Consent

Students have the right to consent to disclosures of the personally identifiable information contained in their educational records.

Complain

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Concordia University to comply with the requirements of FERPA.

Student education records may not be disclosed to anyone unless:

- the student has given written consent, or
- the request fits one of the legal exceptions.

However, FERPA allows an institution to define "directory information" that can be released.

Consent from a student is not generally required for the release of directory information and it may be viewed and released to the public, unless the student has placed a confidentiality restriction on its release. Concordia defines directory information as the following:

- Name
- Address, phone & e-mail
- Dates of attendance
- The fact of enrollment, and whether full-time, half-time or less than half-time
- Field(s) of study (major, minors, etc.)
- Degrees, honors and awards
- Number of credits earned, including class standing (i.e. freshman, sophomore, etc.)
- Thesis title/topic
- Status as a graduate teaching fellow and teaching assignment
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photographs
- Concordia Identification Number

Concordia University's primary use of directory information is in writing press releases for students involved in music, drama, athletics or representing Concordia University in other public capacities.

The University may disclose directory information without the student's prior written consent. **Students have the right to establish a confidentiality restriction on the release of their records, including directory information.** Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a directory exemption prior to filing such a request. Request for nondisclosure will be honored by the institution until a release form is filed by the student in the Registrar's Office.

Restrictions to Student Access

Students have a right to access and review their education records, subject only to reasonable time, place and manner restrictions. However, a student does not have the right to see:

- confidential letters of recommendation (those to which the student has waived access in writing),
- financial information of their parents,
- those items not defined as education records, or
- records that contain information on more than one student, in which case the student may see only those portions of the record that pertain to herself or himself.

What about parents?

One area of FERPA that generates confusion is the right of a parent to access student record information. In this case, Oregon law applies as well as FERPA. Oregon law prohibits giving parents access to students' information except with the student's written consent.

Although FERPA is a federal law, it is written in such a way as to permit institutions to be more restrictive in some cases. Since FERPA is permissive regarding parents' access to information, and Oregon law is restrictive, **Oregon law is what prevails in this case.**

Get more information concerning FERPA at <http://www.cu-portland.edu/academics/registrar/student-privacy> and <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html> or contact the Registrar.

Academic Integrity at CU – Undergraduate

A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia's goal to prepare students to be leaders for the transformation of society, students are expected to pursue their studies with integrity and character. By choosing to attend Concordia, students agree to the following statements and practices.

Purpose

The Code of Academic Integrity at Concordia University reflects the community's values of honesty and integrity in the work of all scholars and students. Students are charged to honestly complete and present their work under the terms specified by the instructor. As a Christian community, the covenant of trust pledged among community members is honored, and the values expressed in Philippians 4:8-9 are modeled:

"Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you."

Statement of Academic Integrity

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.

Explanation

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics, and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a student's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support students solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class

context as inappropriate. This can include, but is not limited to: use of unauthorized notes or another's work during a proctored test; use of unauthorized notes or personal assistance in a take-home exam setting; inappropriate collaboration in preparation or completion of a project; unauthorized solicitation of professional resources for the completion of the work.

Breach of Academic Integrity: Sanctions Process

If an instructor perceives that a student has committed a breach in academic integrity, the student and instructor meet to discuss the event.

That event is resolved as follows:

- It is determined that no breach in academic integrity has been committed. (In the case of perceived plagiarism, i.e. faulty or incorrect documentation, the student may be required to re-do parts of the paper or the paper may be graded down.)
OR
- It is determined that a breach in academic integrity has occurred.

1. The student is notified in writing by the instructor that a breach has occurred, receives a "0" for the assignment, documentation (a copy of the Academic Breach Reporting Form and evidence of the fraudulent activity) of the event is provided to the student, and a copy sent to the Registrar's office by the instructor and placed in the student's file. In a case where the breach involves the action of a student who is no longer in the course (e.g. a student who supplies a paper to be copied by a student in the course), the instructor will notify the dean of the college in which the course is housed and the dean will contact the violating student to discuss the impact of their action and will issue a letter of warning to the student noting that a second violation will be punishable by academic probation and a third by expulsion. As before, a copy of the Academic Breach Reporting Form and evidence of the fraudulent activity will be supplied to the student and the Registrar's office by the instructor and placed in the student's file.
2. In the case of a second breach in academic integrity in the same class, same semester, the student is notified in writing (with documentation as defined in a. above) by the instructor that a breach has occurred,

dismissed from the class, and the student receives an “F” grade in the course without opportunity to withdraw. The instructor sends an Academic Breach Report and evidence is placed in the student’s file.

3. When documentation (defined in 1. above) for two (2) cumulative breaches has been recorded with the Registrar’s office, the Registrar must notify the student, the student’s academic advisor, and the Chair of the Academic Integrity Appeals Committee. At this time the student is placed on academic probation.
 4. When documentation (defined in 1. above) for three (3) cumulative breaches has been recorded with the Registrar’s office, the Registrar must notify the student, the student’s academic advisor, and the Chair of the Academic Integrity Appeals Committee. The Registrar must then notify the student that they are academically dismissed from school.
2. If the decision is upheld, the student may appeal again to first the Provost and the President of the University. The President’s decision is final.
 3. If the decision is repealed, the record for the breach is erased and the student continues work in the class with no penalty.
 4. In either case, the chair of the Academic Integrity Appeals Committee must notify the Registrar’s office in writing of the committee’s decision.
 5. Records of all appeals processes must be forwarded by the current chair of the Academic Integrity Appeals Committee to the succeeding Program Dean to insure continuity of information.

Appeals Process:

An Academic Integrity Appeals Committee is to be formed each September. Members of the Academic Integrity Appeals Committee include two students appointed by ASCU President, two faculty members appointed by the CLC Chair, and a Program Dean (rotating) as chair who is responsible for making sure the other members are appointed. The Provost is responsible for appointing the dean of one of the four on-campus colleges as chair of the Appeals Committee. The chair rotates under the advisement of the Provost.

Students may appeal the determination of an academic integrity violation if there is a factual error in the documentation of the violation or an error in the manner in which the violation was processed. If a student believes that the determination of a breach is in error, they have the right to appeal the decision, accordingly:

1. The appeal, with appropriate documentation, must be delivered by the student to the chair of the Academic Integrity Appeals Committee within 72 hours of action taken by an instructor which identifies a breach in academic integrity. Within 24 hours of receipt of the appeal, the chair of the Academic Integrity Appeals Committee must notify the Registrar’s office in writing that an appeal has been tendered. At this time the Registrar’s office must send a copy of the original Academic Integrity Breach Reporting form along with documentation to the chair of the Appeals Committee. The committee must meet to consider the appeal within 10 working

ACADEMIC INFORMATION AND POLICIES (ALPHABETICAL)

Academic Credit Hour Definition

The primary role of the credit hour is to provide a reasonable and prudent proxy standard student engagement and learning.

A semester credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two additional hours of student work each week for approximately fifteen weeks for one semester of credit; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities of instructional delivery and design modes including asynchronous delivery, hybrid delivery, laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A unit of undergraduate academic credit is awarded to a student upon the successful completion of an approved instructional course, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

For asynchronous and hybrid delivery methodologies, one unit of undergraduate academic credit shall be determined by:

1. demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of undergraduate credit, or
2. what is judged by the appropriate faculty to be equivalent to a time commitment of three hours per week for an average student.

Academic Grievance

Procedures for student grievances (e.g., concerns over grades, grading policies, grading practice, course design) are delineated in the CU Student Handbook (<http://intranet.cu-portland.edu/students/documents/2016-2017StudentHandbook.pdf>). These procedures are designed to provide a mechanism by which students can seek to express concerns, disagreements, or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination, or inequity. Students are encouraged to start by discussing concerns face-to-face with the faculty member in an attempt to resolve issues. Students should also consider discussing concerns with their academic advisor or a professional staff person in Student Services. This will provide an opportunity to review the appropriate university policies and practices related to the student's concern.

Academic Standing

In order to remain academically eligible for enrollment, and in good academic standing, an undergraduate student must maintain a minimum cumulative and term grade point average (GPA) of 2.00. Students failing to achieve the minimum term and/or cumulative GPA at the end of each semester, including summer, are automatically placed on Academic Probation or Dismissal. (See *Academic Probation and Dismissal*)

Good Academic Standing

An undergraduate student is in good standing when their term GPA and cumulative GPA are 2.0 or above.

Academic Probation and Dismissal for Undergraduate Students

A student is placed on academic probation when their term GPA drops below a 2.0 in any semester. Eligibility to participate in co-curricular activities while on probation will be determined by the student's advisors in consultation with the co-curricular activity liaison.

A student is academically dismissed when their term GPA drops below a 2.0 for two consecutive semesters or if they are on academic probation and their term GPA drops below a 2.0.

If the students cumulative GPA drops below a 2.0, and their term GPA is above a 2.0, the student will remain on academic probation until their cumulative GPA is above a 2.0.

All students have the right to appeal an academic dismissal. (See *Academic Dismissal Appeal Process*). If a student appeals their academic dismissal and is granted re-entry to the university they will be placed on academic probation and must earn a minimum term GPA of 2.0 or higher in the first term of re-admittance. If the student fails to earn a minimum term GPA of 2.0 in their first term of re-admittance they will be dismissed from the university. If a student is readmitted, they will be placed on academic probation, and remain on probation, until they obtain a cumulative GPA of 2.0. Should the students term GPA drop below the minimum of 2.0 while on academic probation the student will be dismissed from the university.

All readmitted students can take a maximum of 12 semester credits during the first term of re-admittance. In addition, during their probation semester, readmitted students will be required to adhere to the conditions of re-admittance as defined by the Scholastic Standards Committee.

Academic Dismissal Appeal Process

All students have the right to appeal academic dismissal through the Scholastic Standards Committee. Instructions on how to petition will be communicated to all dismissed students, but may also be obtained by contacting ssc@cu-portland.edu.

Adding, Dropping and Withdrawing from Courses

All deadlines for course changes are published on the online academic calendar (<http://www.cu-portland.edu/academics/registrar/academic-calendar>). If appropriate actions are not taken by the student before the withdraw deadline, the student will be responsible for the graded outcome based on their performance in the course. The student will be responsible for any balance that results from a withdrawal calculation, if applicable.

Advanced Placement

Concordia University recognizes AP credit. The Registrar's office evaluates these for transfer purposes.

Audit

Students desiring to take a course as an audit rather than for credit can indicate their intention to do so during the registration period by filling out a form for this purpose. Policies regarding the addition or dropping of a credited course also apply to audited courses. Students who are not regularly admitted will be charged at a lower rate for auditing courses. No class may be changed to an audit after the end of the second week of classes in that particular semester.

Automatic Drop

Students who have not attended any of their scheduled courses by the second Friday of the term may be automatically dropped from all courses in that term. Please note: it is otherwise the student's responsibility to drop or withdraw from any course.

Failure to make satisfactory payment arrangements may also result in an administrative drop or withdraw from courses.

Class Attendance

Policies governing absences and tardiness are determined by individual instructors and are announced at the beginning of the course or in the course syllabus.

Students that have not attended any of their registered classes for the semester will be administratively dropped from all coursework after the second week of the full term.

Class Rank

Students will be classified for official purposes into classes according to the following guidelines:

- Students who have earned 29.9 or fewer hours in courses numbered 100 or above are classified as Freshmen
- Students who have earned 30 to 59.9 hours in courses numbered 100 or above are classified as Sophomores
- Students who have earned 60 to 89.9 hours in courses numbered 100 or above are classified as Juniors
- Students who have earned 90 or more hours in courses numbered 100 or above are classified as Seniors

Note: School of Law ranks students. Please reference School of Law Handbook (<http://law.cu-portland.edu/academics/student-handbook>) for additional information.

Co-Curricular Eligibility

Eligibility of students that are on academic probation who wish to participate in co-curricular activities such as student government, music, athletics or drama will be determined in consultation with the student's advisor and activity director, unless the activity has special eligibility requirements. In addition, if the student is subsequently dismissed and readmitted, the student is not eligible to participate in the co-curricular activities until they are back on good academic standing.

College Level Examination Program (CLEP)

Concordia University grants credit for CLEP. Information regarding minimum score requirements, maximum credits, and approved exams are available in the Registrar's Office.

Computer Requirements

- Ready access to adequate computing resources has become essential for student success in higher education.
- For the latest computer guidelines, please visit <http://kb.cu-portland.edu/Computing+Standards>.

Completion of B.A. and B.S. Freshman English Sequence

Students in B.A. and B.S. programs are required to complete the Freshman English sequence or its equivalent before registering for 300- or 400-level courses. Bachelor's degree transfer students who have not yet completed these requirements will be allowed to enroll in upper-division courses while concurrently enrolled in the appropriate Freshman English courses.

Concurrent Enrollment

Matriculating students at Concordia University who wish to take concurrent coursework at another institution, to be applied toward graduation at Concordia University, should consult with their advisor, financial aid staff, and the Registrar before enrolling in such courses. If students do not receive such approval, these courses may not apply to graduation requirements.

Course In-Progress Grade

A number of courses at Concordia by design extend beyond one semester (e.g. internships, practica, and research). At the end of the first semester, the instructor will grant a grade of Course In Progress (CIP). The CIP can be used

for up to six months, with a final grade granted at the end of that time. Please note: CIP graded courses are not considered toward student enrollment for subsequent terms.

Course Numbering System

The course numbering system describes the level of experience and difficulty of each course. Course numbers 100 to 299 are considered lower division courses, generally geared towards freshmen and sophomores. Courses numbered 300 to 499 are upper division courses, and designed for juniors and seniors pursuing a major and its supporting courses. While some 300 and 400 level courses may not list any prerequisites, advisors work with students to ensure enrollment in courses in a sequence that enables greatest success.

Graduate courses carry a 500, 600, or 700 number, this includes Law and Doctoral courses. Courses in the 800 sequence are awarded limited graduate seminar credit, and are designed to meet professional development needs. Continuing Education courses, awarded CEUs only, will carry the CEU prefix.

Courses that have an "E" (e.g., BA 399E) are experimental courses.

Courses that have an "H" (e.g. WR 121H) are honors courses.

Credit by Exam

Students may receive credit for course work they have not taken by passing an examination in the subject area devised by the appropriate department. Individual departments may choose to offer, or refuse to offer, the opportunity to allow students to gain credit in this manner e.g. student has already completed coursework at a higher level. Applications for credit by exam can be obtained in the Registrar's Office.

Dean's List

Undergraduate students who attain a grade point average of 3.50, with a minimum of 12 graded credits (Quality Hours Attempted) for a semester, are placed on the Dean's list and receive notification on their transcript.

Directed Study

If a student, through no fault of their own, should be unable to complete a specific program or institutional requirement, they may petition to utilize the directed study as a "last option." Guidelines and petitions for a directed study may be obtained from the Registrar's Office. A flat fee of \$300 will be assessed to any directed study course. This course fee will be

in addition to any fee assessed for the credit hours enrolled.

Double Major, Double Concentration, Double Minor

Students must complete all of the requirements for each major, concentration, or minor in order to receive two majors, concentrations, or minors. Students desiring a double major, concentration, or minor may do so if a minimum of 50% of the required hours for each major, concentration or minor are unique. If additional courses are required to complete 50% of a major, concentration, or minor, the department chair may inform the Registrar about which courses will be added to meet the requirement. Courses used for the major, minor and/or concentration cannot be used to fulfill the general education requirements.

Enrollment Status

For standard terms, levels of enrollment for undergraduate degree programs are:

- Full Time: 12 or more credits
- Three Quarter Time: 9-11.99 credits
- Half Time: 6-8.99 credits
- Less than half time: Less than 6 credits

Grades and Quality Points

Academic work is evaluated each semester according to the following scale (grades are never rounded, only truncated):

Grade	Quality Points/ Semester Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
AU - Audit	None
CIP - Course In Progress*	None
I_ - Incomplete*	None
N - No Count	None
NP - No Pass*	None
P - Pass*	None

RD - Registrar Delay None

W - Withdraw None

X - No Basis For Grade None

* See appropriate sub-section for more information.

Graduation

Terminology

Transcript vs. Diploma

It is important to recognize that a "transcript" and a "diploma" are two separate, but interrelated, documents:

1. **Transcript:** The university's documentation of the student's academic performance. It will list, among other things, classes taken, grades, credit hours, major(s), and minor(s). Most importantly, it will note the date on which the student's degree was awarded. It is the student's responsibility to make sure the transcript is up to date and accurate before using it for any important purposes. Unofficial transcripts may be accessed through the student's MyCU account. Official copies may be ordered at: <http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>
2. **Diploma:** A ceremonial document the student receives in the mail 8-10 weeks after the date a degree has been awarded (which may be different than the date of Commencement - see Graduation vs. Commencement below). If there is an error on the printed diploma, the student may contact Concordia's Office of the Registrar, follow their instructions for updating the incorrect information, and then order a replacement diploma. Visit <http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas> for ordering instructions and fees.

Graduation vs. Commencement

It is important to recognize that "graduation" and "commencement" are two separate, but interrelated, events:

1. **Graduation:** Verification by the Registrar that all degree requirements have been met. This may occur in conjunction with or some time following the commencement ceremony in which the student participates. Official documentation of graduation is an official transcript bearing the words "Degree Awarded <degree> <date awarded>". Once a degree has been awarded, it becomes a permanent record and cannot be adjusted in any way for any reason.
2. **Commencement:** A formal ceremony celebrating the achievements of those

graduating with academic degrees. The diploma received following commencement is a ceremonial document only. It is not, and cannot be used as, proof of a degree. Participation in the commencement ceremony is NOT proof of graduation (See 1. Graduation above).

Graduation Requirements

Any bachelor's degree at Concordia carries the following requirements for program completion. Note that some programs have additional requirements. Refer to the specific program information for those additions.

- A minimum of 124 semester hours of 100-level or above courses*
- At least 30 of the 45 final hours (excluding credit given by exam) must be completed at Concordia
- At least 50% of the credits required for a major, minor and concentration must be completed at Concordia
- At least 45 hours must be earned in 300 to 400 level courses
- At least a 2.0 cumulative GPA must be earned*
- No more than 20 credit hours can be earned from non-mandatory Pass/No Pass courses
- No grade below a "C" will be accepted in a course that counts toward completion of a major or minor. Students who receive a "C-" or lower in a major or minor course must retake the course and earn a "C" or higher for the course to count toward completion of a major or minor.
- No grade below a "D" will be accepted in a course that counts toward completion of a general education requirement. Students who receive a "D-" or lower in a general education course must retake the course and earn a "D" or higher for the course to count toward completion of a general education requirement.
- Completion of an Application for Graduation (see above)

- * While 124 earned hours and 2.0 GPA are minimums to receive a bachelor's degree, some majors carry different requirements. Refer to major requirements for specific details and to identify exceptions.

Graduation Application

An *Application for Graduation* (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>) must be turned in to the Registrar's Office no less than two semesters before the student wishes to graduate. The application 1) alerts the

Registrar's Office to review the student's academic history to ensure that all degree requirements have been met, and 2) allows the student to declare candidacy for participation in commencement.

A graduation fee will be applied to the student's account once the graduation application is processed.

Commencement

The last day to declare candidacy for participation in commencement:

- Spring term (April) – November 1 of the prior year
- Fall term (December) – April 1

Note: Participation in commencement is not the same as graduation. A student may graduate and not participate in the commencement ceremony. However, a student, with three or fewer credits remaining in their degree program, may participate in the commencement ceremony prior to graduating. Such a student will not officially graduate until all degree requirements are met and the Office of the Registrar has reviewed the student's academic history to verify that fact. It is the student's responsibility to see that all graduation requirements are completed, which were outstanding at the time of commencement, in order to officially graduate.

Graduation Honors

Undergraduate honors are awarded based on the student's college-level academic work at Concordia and on that earned within ten years prior to the student's admission to Concordia. Diplomas are granted with three grades of distinction as follows:

- Summa Cum Laude to students with a 3.90-4.0 cumulative grade point average
- Magna Cum Laude to students with a 3.70-3.89 cumulative grade point average
- Cum Laude to students with a 3.50-3.69 cumulative grade point average

The honors level acknowledged in the commencement ceremony may be adjusted on the student's final transcript if warranted by additional graded degree requirements.

Note, this differs from graduating from the Honors Program. See the Honors Program (p. 43) section for more information.

Inclement Weather Policy

Because the student's safety is of primary importance to the university, all students must determine their ability to travel to classes when

conditions are hazardous. If a student feels it is not safe to travel to classes, they should contact instructors at the earliest possible time.

In instances of inclement weather, the decision to cancel classes will be determined by the Provost and be broadcast on local radio/TV stations as well as posted on the Concordia University web site. Please refer to the student handbook for a listing of local radio/TV stations that carry this information.

Incomplete Courses

Students are expected to complete all of the work for a course within the allotted time, generally one semester. However, there may occasionally be extenuating circumstances which prevent a student from completing a course. In those cases, the following process will be utilized:

- The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will submit a "Grade Incomplete Form" to the instructor and also share a plan with timeline for how they intend to complete work still required.
- The instructor will use professional discretion to determine whether a grade of "I" should be awarded. *If the instructor is a part-time faculty member, permission to assign a grade of Incomplete cannot be given without the additional approval of the department chairperson and signed by the department chairperson on the Grade Incomplete Form."
- At the time a grade of "I" is assigned, a back-up grade is provided by the instructor which reflects that grade the student will receive if the additional work is not completed.
- When the student completes the work, the instructor submits a "Grade Change" form to the Registrar's Office.
- The grade of "I" is granted for a period of up to 15 weeks. If a Grade Change form is not received, grades of "I" will be converted to the backup grade at the end of the 15 weeks.

Independent Study

The independent study is designed for students to formulate unique and challenging courses of study which are not already offered at Concordia. Guidelines and petitions for independent studies are available in the Registrar's Office. A flat fee of \$300 will be assessed to any independent study course. This course fee will be in addition to any tuition fee assessed for the credit hours enrolled.

Majors, Minors, Concentrations, and Certificates

A **major** represents a degree-seeking student's primary field of study. A major is a structured plan of study requiring a minimum of 45 semester credits and it must be feasible for students to complete degree requirements within 124 semester hours. The major appears on the official transcript and the diploma. Specific requirements are defined in the Academic Catalog under each major. Courses applied to the major cannot also be applied to a minor. To successfully complete a major course the grade earned must be a C or higher. The individual colleges may require a GPA minimum for a student to graduate with any given major. No more than 50% of credits may be awarded through transfer credit. Credits used to complete the general education requirements cannot duplicate credits used to fulfill the major requirements. No more than 50% of credits may overlap between any two majors, two concentrations, two minors or a combination of minors and concentrations.

A **minor** represents an optional, secondary field of study for a degree-seeking student at the undergraduate level only; no student may declare a major and a minor in the same discipline. A minor is a structured plan of study, established and approved by the college through the formal curricular process, requiring a minimum of 15 semester credits. Specific requirements are defined in the Academic Catalog. To successfully complete a minor course the grade earned must be a C or higher. The minor appears on the official transcript, but is not printed on the diploma. No more than 50% of credits may be awarded through transfer credit. No more than 50% of credits may overlap between any two majors, two concentrations, two minors or a combination of minors and concentrations.

A **concentration** is a structured plan of study within a major and is required for the completion of the major. The minimum number of semester credits for a concentration is nine at the undergraduate level and is included within the semester credits for the major. The concentration appears on the official transcript, but is not printed on the diploma. Specific requirements are defined in the Academic Catalog. To successfully complete a concentration course, the grade earned must be a C or higher. No more than 50% of credits may overlap between any two majors, two concentrations, two minors or a combination of minors and concentrations.

An undergraduate **certificate** is a structural set of professionally orientated course designed to provide recognition that the student has completed coursework in an applied area of focus. A minimum of 16 semester credits are needed for an undergraduate-level certificate. Specific requirements are defined in the Academic Catalog. To successfully complete a certificate course the grade earned must be a B- or higher. No more than three credits are eligible for transfer, please see specific transfer policies for each certificate.

CU offers one undergraduate certificate that has been developed for students that already have a bachelor's degree: The Seminary Preparation Certificate. Specific course requirements and graduation requirements are defined in the Academic Catalog. A minimum of 16 semester credits are needed for any undergraduate certificate. All undergraduate certificates must be earned after earning a bachelor's degree or in conjunction with a bachelor's degree at Concordia University. To successfully complete a certificate course the grade earned must be a C or higher. No more than 50% of credits may be awarded through transfer credit.

Military Credit

Concordia University recognizes that many service personnel have taken specialized training during their military careers in addition to their regular duty work. In some cases, specialized military training can translate into college credit and thus contribute toward degree completion. Concordia will transfer a maximum of 45 credits from military transcripts. Concordia will transfer a maximum of 45 credits combined between military and CLEP.

Option Hours

Students may elect to earn an additional hour of credit in a course for which they are currently registered by completing additional work outlined by the instructor. An option hour agreement needs to be filled out and approved by the instructor and department chair and returned to the Registrar's Office by the second Friday of the semester in which the student intends to pursue the study.

Paper Format

All papers turned in as class assignments are required to be word processed unless otherwise approved by the instructor. Some departments abide by rules that govern the proper format (e.g., MLA, APA) for work submitted within their disciplines. Students may inquire of instructors

regarding the applicability of professional formats to assigned work.

Pass/No Pass Policy

Bachelor's-level courses at Concordia may be taken on a Pass/No Pass basis ("Pass" meaning the award of a C- or better in the course), provided the student meets with their advisor, fills out the necessary form, receives the signatures of the instructor and submits the Pass/No Pass form to the Registrar's Office no later than the ninth Friday of the semester. Courses in the major, minor or area of concentration cannot be taken Pass/No Pass. Honors courses may not be taken with a Pass/No Pass option. Courses used to fulfill Writing, Humanities, and REL 401 General Education requirements may not be taken Pass/No Pass (with the exception of Humanities seminars).

No more than six semester hours per term, exclusive of those designated as mandatory Pass/No Pass, may be taken in Pass/No Pass courses. Courses successfully completed as Pass/No Pass count toward graduation, but are not used in computing a student's GPA. Once the request is submitted, a student may not change a "P" or "NP" to a grade. A maximum of 20 hours exclusive of those designated as mandatory Pass/No Pass may be taken as Pass/No Pass courses.

Placement of Students in Math Classes

Entering students who have not completed their Concordia general education mathematics requirement must take Concordia's Math Placement Evaluation, administered by the Math/Science Department. It is highly recommended that transfer students who have only completed 100-level mathematics courses at a community college take the Math Placement Evaluation for proper placement in math courses. Students can take the math placement evaluation only one time. If a student chooses to dispute their evaluation results, they may request a supervised re-take of the evaluation which will be administered by the Math and Sciences department. Students will be placed in Math courses at Concordia based on the Math and Sciences department's assessment of their transcripts and Placement Evaluation results.

Readmission Policy

Students who leave Concordia University in good academic standing may resume their studies in the following way:

1. Students who wish to return within one academic year (three terms) may contact the advising office to re-enroll and continue their previous academic roadmap.
2. Students who have been absent for one academic year (three terms) or more must complete the online application for admission, and will be subject to any changes in admission requirements, program requirements, and tuition increases. Institutional scholarships, Concordia Grants, and Concordia Merit Awards at the time of initial admission are subject to change upon readmission.

All students must submit official transcripts for any coursework taken at other institutions during their absence. All students will be notified electronically or in writing of their readmission status.

Students who have been academically dismissed from the University and wish to resume their education should obtain instructions by contacting the Scholastic Standards Committee at: ssc@cu-portland.edu. If a student is readmitted, they will be placed on academic probation until they meet minimum GPA requirements for their program. All readmitted undergraduate students can take a maximum of 12 credits during the first term of re-admittance.

All previous course work at Concordia University remains part of the permanent record for students who have been readmitted, and the cumulative GPA includes all prior grades.

Repeating a Course

A student may repeat any course. A course taken at Concordia University-Portland must be repeated at Concordia University-Portland if it is intended to replace an earlier grade. When a course is repeated, only the grade and credit hours for the last attempt will be used in computing the grade point average, quality points, and credit. However, all attempts and grades will be recorded on the transcript.

Previously passed courses are only eligible for financial aid for one repeat. This is regardless of requirements for a higher grade for the major.

Students should contact their financial aid counselor if there are questions related to this issue. If ineligible for financial aid, the student will be responsible for the balance.

Second Bachelor's Degree

Students who have a bachelor's degree from a regionally accredited college or university may earn a second bachelor's degree. Students cannot major in a discipline if they've earned

a major or minor in the same or substantially similar discipline from a prior institution. A previous bachelor's degree fulfills all general education requirements with the exception of REL 401, and any prerequisite requirements that exist for the chosen major. If REL 401 were successfully completed at CU previously then it does not need to be repeated. A candidate for a second baccalaureate degree must also complete the following:

- A minimum of 30 credits must be earned at CU subsequent to the granting of the first degree.
- Unless the course is designated as a Pass/No Pass grade option only, all course credit earned toward the second degree must be a standard A-F letter grade.
- A minimum cumulative CU GPA of 2.00 is required in courses taken for the second bachelor's degree, some majors may require a higher GPA.
- The student must satisfactorily complete all major, minor, or other college requirements for the second degree. This includes minors or concentrations that could be required based on the chosen major. Please see the corresponding program page in the catalog for a list of requirements.
- Students completing a second bachelor's degree are not eligible for University honors.
- All upper division major courses must be completed at CU.

Seminar Courses

Each department can offer a lower division and upper division seminar course each semester. These courses usually are on a current topic of interest for those pursuing a particular major.

The specific designation given to seminars usually is 251/451 (e.g., BIO 451) or 288/488 (e.g., REL 288), although the course number varies in some departments. Seminars are offered pass/no pass only, with the "P" being equivalent to a letter grade of "C-" or higher.

Honor seminars are offered as letter grade only. Students can receive no more than four credits per term in seminar courses. A maximum of nine seminar credits can be applied toward the 124 credits required of undergraduates, with a maximum of two seminar credits used to meet any category of General Education requirements.

GENERAL EDUCATION REQUIREMENTS

Student Core Competencies Goals and Objectives

The liberal arts core is designed to give students a broad understanding of the world in a progressive environment that integrates the best of learning theory and technology. Concordia has designed its general education curriculum to provide students with the following:

1. Christian Engagement & Values

Competency: Students make a difference in the civic life of their communities (society) developing the combination of knowledge, skills, values and motivation to make that difference through a Christian (Lutheran) perspective.

2. Critical & Creative Thinking Competency:

Students are skilled observers who can comprehensively explore their world (issues, ideas, artifacts and events), formulate meaningful questions, consider alternative perspectives and propose creative solutions.

3. Communication Competency:

Students understand the complexities of dynamic human exchange (written and oral) and effectively express their responses through a variety of communication media.

4. Quantitative Reasoning Competency:

Students understand and create sophisticated mathematical arguments using a variety of methods to solve real-world problems in a variety of formats.

5. Integrative Learning Competency:

Students synthesize curricular and cocurricular experiences with a disposition to transfer learning to new, complex situations within and beyond the campus resulting in responsible leisure, vocational satisfaction and purposeful service.

6. Intercultural Knowledge Competency:

Students possess a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

7. Lifelong Learning & Life Skills Competency:

Students engage in purposeful learning on an ongoing basis with the aim of improving personal knowledge, skills and competence

beyond a required curriculum or degree program to live more productive and meaningful lives.

Assessment of these competencies is made at various points in a student's program of study at Concordia and is designed to provide information to the student to optimize their academic progress. To the extent possible, assessment activities are embedded in the day-to-day activities of the curriculum.

General Education Language Requirement

Concordia University recognizes the interconnectedness of the global community in which students live and understands that experiences in other languages and cultures prepare students to live and work in this increasingly diverse world. As such, every student in a B.A. degree program at Concordia will demonstrate experience with a second language as part of the general education requirements. This requirement may be met in the following ways:

1. College credit from a regionally accredited institution
2. CLEP Exam-Approved World Language exam with a minimum score of 50
3. Credit given for successful completion of approved BYU Flats exam: <https://flats.byu.edu/>
4. Successfully completed Advanced Placement (AP) Exam in an approved World Language with a minimum score of 3
5. Foreign Language coursework at CU including: SCI 230, IST 201, IST 202
6. International Baccalaureate (IB) score of 5 or more on the High Level exam in the Language Acquisition category
7. Approved Foreign Language Waiver Request Form from the Department of International Studies at CU:
 - a. Passed four years of high school level foreign language
 - b. Attended two years of high school in a language other than English
 - c. Seal of Literacy

Notes:

- This requirement may be met through experiences with more than one language.
- The items in the list above meet the General Education foreign language requirement, but do NOT necessarily substitute for academic credit.
- Participating in a Study Abroad program does NOT automatically fulfill the foreign

language requirement. Contact the Director of the Department of International Studies for more information.

Bachelor of Arts – Freshman

Code Title Credits
Click on the Course Code to see the description of the course.

Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 212 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Note: Non-Native English Speakers must also complete WR 107 ENGLISH COMP ESL and ENG 202 INTRO TO SPEECH. Both of these courses may be waived with a score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years. To waive the foreign language requirement the student must demonstrate competency equivalent to end of a second semester of college-level foreign language or have completed two semesters of college-level foreign language with passing grades.

Bachelor of Arts – Transfer Student

Code Title Credits
Click on the Course Code to see the description of the course.

Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Note: Non-Native English Speakers must also complete WR 107 ENGLISH COMPOSITION (ESL) and ENG 202 INTRODUCTION TO SPEECH. Both of these courses may be waived with a score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years. To waive the foreign language requirement the student must demonstrate competency equivalent to end of a second semester of college-level foreign language or have completed two semesters of college-level foreign language with passing grades.

Bachelor of Science – Freshman Students

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 221	HIST & LIT OF NT	3

or REL 211 HIST & LIT OF OT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science		3
WR 30X (upper division Writing course)		3
Electives (3) - Must be upper division credits outside major		3
Total Credits		35

Note: Non-Native English Speakers must also complete WR 107 ENGLISH COMPOSITION (ESL) and ENG 202 INTRODUCTION TO SPEECH. Both of these courses may be waived with a score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years.

Bachelor of Science – Transfer Students

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Note: Non-Native English Speakers must also complete WR 107 ENGLISH COMPOSITION (ESL) and ENG 202 INTRODUCTION TO SPEECH. Both of these courses may be waived with a score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years.

Associate of Arts - Freshman and Transfer

Code	Title	Credits
Communications		
WR 121	ENGLISH COMPOSITION	3
ENG 202	INTRO TO SPEECH	2
Fine Arts		
Fine Arts courses		2
Humanities		
HUM 152	HOW THE WEST CAME TO BE	3
HUM 288	DEPARTMENTAL SEMINAR	1
Mathematics		
MTH 110	MATH FOR LIFE	3
Natural Sciences		
Lab Science Electives		3
Physical Education		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Religion		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
Religion electives		2
Social Sciences		
PSY 201	PRINC OF PSYCHOLOGY	3
Social Sciences electives ¹		1
Total Credits		28

¹ includes economics, geography, US history, political science, psychology and sociology

Note: The College of Arts & Sciences has the right to change the requirements of this program at any time.

HONORS PROGRAM

Concordia University-Portland's Honors Program

As an extension of the mission of the university, the Honors Program, together with highly motivated students, seeks to create an on-going community of learners to further their love of learning, devotion to excellence, and commitment to service. The Honors Program:

- Provides an academic challenge for gifted and/or highly motivated students
- Raises the academic profile of the student body and models the notion of Concordia University as a vibrant learning community
- Serves as a pilot venue for innovative pedagogical methods and new technologies that will benefit all students.
- Encourages students to take advantage of leadership opportunities on campus.
- Introduces students to sophisticated texts, ideas and issues
- Provides extra-curricular activities that are intellectually and socially enriching. These activities are open to members of the Concordia community from all colleges and majors.

The Honors Program consists of a series of courses offered throughout the undergraduate years. Each of the Honors courses is limited to 25 students to ensure close contact with the professor. All students in the Honors Program are selected based on a variety of criteria including prior academic achievement, evidence of critical thinking skills, and perceived ability to contribute to meaningful classroom discussions.

Students in the Honors Program will:

- Promote complex critical thinking skills, including the ability to appreciate paradox and irony.
- Develop highly-crafted communication skills in a variety of modes of communication that embody the notion that learning is a dialogical activity.
- Model the idea of servant leadership incorporating the highest ethical ideals of the university.
- Exemplify the notion of life as a learning experience by getting involved in the community as an organic part of their classes and extra-curricular activities.

- Enhance awareness of citizenship in the Global Village and promote involvement in social justice activities.
- Promote disciplined learning as well as synthesis of information from a variety of academic fields.
- Envision learning as a natural human endeavor and promote curricular and extra-curricular learning opportunities across all colleges and majors.

Honors Program Admission

Honors Program Admission for Incoming Freshmen

Admission to the Honors Program is highly competitive and the number of positions available is limited to 25 incoming freshmen each year. The applications receiving highest consideration by the Admissions Committee will be complete and submitted early. Students should submit their application for the Honors Program no later than May 1 for consideration for fall semester admission.

Incoming freshmen students will be invited to participate in the Honors Program if they meet minimum test score and GPA standards: 1240 combined SAT (1725 in the old scoring system) or 26 ACT and 3.65 high school GPA (weighted) on a 4.0 scale. In addition, applicants must complete the online application form, provide official transcript of the student's academic work, a personal essay, and at least two letters of recommendation, one of which should specifically address admission into the Honors Program and be written by a teacher who has had the student in class. Admission decisions will be based on academic record, test scores, personal essay and letters of recommendation. The Honors Faculty Committee, which reviews all Honors applications, seeks to select students who show promise of fulfilling Concordia University's Mission Statement.

Admission to the Honors Program also provides an academic scholarship equal to half tuition per academic year for qualifying new freshmen studying for a BA or BS degree. Eligibility for renewal of the Honors Scholarship depends on maintaining a cumulative GPA of 3.25, full-time status as a student at CU, and making normal progress towards graduating with a total of 24 honors credits.

Honors Program Admission for Current Concordia Students and Transfer Students

Current Concordia students who are not members of the Honors Program may enroll in

individual Honors courses upon the approval of the course instructor(s) and the Honors Program Director. Current Concordia students and transfer students may apply to the Honors Program if they have a 3.5 cumulative GPA on a 4.0 scale for all college courses. Current Concordia students and transfer students who have achieved sophomore or junior status may apply to the Honors Program by submitting an Honors Program application form (available from the Honors Program Director), a personal essay, and one letter of recommendation from a full-time faculty member. Concordia faculty members are encouraged to nominate eligible students who may then apply to the Honors Program. Nominations should be sent directly to the Honors Program Director. Current students and transfer students are eligible for specific Honors Scholarships and will receive "Honors Program Graduate" on their transcript (see Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202017-18.pdf>) for specific details).

Honors Program Curriculum

Honors courses have an "H" appended to their course number. To be designated as an Honors Program graduate (as noted on the student's transcript), a student actively participates in the program and earns at least 24 credits* of honors courses including successful completion of the Honors Senior Capstone seminar. Honors courses may not be taken with a Pass/No Pass option.

*For students joining the Honors Program after their freshman year, see Honors Program Handbook (http://www.cu-portland.edu/sites/default/files/pdf/honors_program_handbook.pdf) for details.

Some of these courses are interdisciplinary and may be team-taught. Honors courses seek ways to challenge students with creative pedagogical methods and assignments appropriate to the workload for the credit hours earned. Students may choose from a number of courses to fulfill general education requirements. The Honors Program includes a strong service component and opportunities to experience the "City as Text." The Honors courses include:

Code	Title	Credits
ART 121H	ART APPRECIATION - HONORS	3
HUM 152H	HOW THE WEST CAME TO BE- HONORS	3

HUM 288H	DEPARTMENTAL SEMINAR - HONORS (Topics vary by term. Can be repeated when topics differ.)	1
or HUM 488H	DEPARTMENTAL SEMINAR - HONORS	
HUM 351H	CHALLENGES OF GLOBAL DIV - HON	3
MTH 231H	RESEARCH AND STATS - HONORS	3
MUS 121H	MUSIC APPRECIATION - HONORS	2
PSY 201H	PRINCIPLES OF PSYCHOLOGY- HONOR	3
REL 211H	HIST & LIT OF OT - HONORS	3
or REL 231H	HIST & LIT OF NT - HONORS	
REL 371H	WORLD RELIGIONS - HONORS	2
REL 401H	FAITH FOR LIFE - HONORS	3
SCI 112H	ENVIRONMENTAL SCIENCE - HONORS	3
WR 121H	ENGLISH COMP - HONORS	3
Choose one of the following:		3
WR 304H	CRITICAL NON-FIC: ART ESSAY HON	
WR 303H	RHETORIC APPR TO LIT & CUL HON	
WR 305H	JOURNALISM HONORS	
WR 307H	SCIENCE WRITING - HONORS	
HON 488H	HONORS CAPSTONE EXPERIENCE	1

Students are urged to take Honors courses at the following points in their academic preparation:

Freshman			
Semester 1	Credits	Semester 2	Credits
MUS 121H		2 ART 121H	3
REL 211H or 221H (offered alternating years)		3 HUM 152	3
WR 121H		3 PSY 201H	3
	8		9
Sophomore			
Semester 1	Credits	Semester 2	Credits
HUM 288H		1 MTH 231H or PSY 231H (offered odd years)	3
SCI 112H (offered even years)	3		
	4		3

Junior And/Or Senior			
Semester 1	Credits	Semester 2	Credits
HUM 351H		3 The following advanced writing courses are offered on a rotating basis each spring:	3
HUM 488H	1	WR 303H	3
REL 371H	2	WR 304H	3
		WR 305H	3
		WR 307H	3
	6		3
Senior			
Semester 1	Credits	Semester 2	Credits
HON 488H	1	REL 401H	3
	1		3
Total Credits: 37			

Honors Program Co-Curricular Activities

Members of the Honors Program in conjunction with the Student Honors Council are invited and encouraged to help plan, organize, and attend a variety of events such as plays, concerts, lectures, lyceums, and visits to museums. These events seek to take advantage of the learning opportunities available in the Portland area and will be offered regularly. In addition, a variety of faculty-sponsored social events will be offered. These might include evenings at faculty members’ homes, student pizza parties, or recreational outings. Events organized by the Honors Program will be open to all students at Concordia. Honors students are encouraged to develop an ethos of servant leadership, both on campus and in the larger community.

MINORS

Undergraduate students may choose to complete a minor as part of their bachelor's degree. A minor must be selected from a discipline other than that of one's major. Exercise and Sport Science (ESS) majors have additional minors to choose from that are available only to those majoring in ESS. Please review the ESS requirements for details.

Credits used to complete the minor cannot duplicate credits used to fulfill general education or major requirements. No more than 50% of credits may overlap between any two majors, two minors, two concentrations, or a combination of minors and concentrations. No more than 50% of credits toward a major, minor or concentration may be awarded through transfer credit. See *Majors, Minors, Concentrations, and Certificates* under *Academic Information and Policies (alphabetical)* for an explanation of the difference between majors, minors, and concentrations.

Course requirements for approved minors at Concordia University are as follows:

Art Minor

Code	Title	Credits
ART 141	DIGITAL IMAGING	2
AS 181	DRAWING STUDIO	1
ART 311	ART HISTORY I	2
ART 313	ART HISTORY II	2
ART 314	NON-WESTERN ART TRADITIONS	2
or ART 322 ART IN CONTEMPORARY SOCIETY		
ART 301	COMPUTER GRAPHIC DESIGN	2
ART 202	TWO DIMENSIONAL DESIGN	2
ART 302	THREE DIMENSIONAL DESIGN	2
Choose three 1-credit Studio courses from the following:		3
AS 191	CERAMICS STUDIO	
AS 199	WATERCOLOR STUDIO	
AS 271	LIFE DRAWING	
AS 281	PAINTING STUDIO	
Total Credits		18

Biology Minor

Code	Title	Credits
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
Upper division Biology electives (6 credits)		6
Total Credits		14

Business Administration Minor (for non-SOM majors except HSEM)

Code	Title	Credits
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
Upper division Business electives BA, MKT, ACT, or SPT (6 credits) ¹		6
Total Credits		17

¹ Must be department approved. All prerequisites for courses must be satisfied

Chemistry Minor

Code	Title	Credits
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
CHM 414	BIOCHEMISTRY I WITH LAB	4
Total Credits		16

Communication Studies Minor

Code	Title	Credits
WR 305	JOURNALISM	3
WR 305 repeated as NEWSPAPER		3
ENG 348	FILM & LITERATURE	3
HST 331	MEDIA & CULT IN AMERICA	3
MKT 360	PRINCIPLES OF MARKETING	3
Total Credits		15

Computer Information Systems Minor

Code	Title	Credits
CIS 230	COMPTR & SOFTWR DEVELOP FUNDMTL	3
CIS 232	FRONT-END WEB DEVELOPMENT	3
CIS 334	DATABASE AND SQL	3
CIS 336	TECHNOLOGY AND PROJECT MGMT	3
CIS 450	CIS CAPSTONE	3
Total Credits		15

Exercise & Sport Science Minor

Code	Title	Credits
BIO 264 or BIO 364	INTRO TO HUMAN ANATOMY & PHYS I W/ LAB	4
ESS 250	INTRO TO EXERCISE SCIENCE	2
Choose 12 credits from the following:		12
ESS 330	FIRST AID & CPR	
ESS 340	PREV/CARE ATHLETIC INJ	
ESS 360	DIVERSITY SPORT AND EXERCISE	
ESS 370	PRINCIPLES OF COACHING	
ESS 384	FOUNDATIONS OF MOVEMENT	
ESS 432	MEASURE/EVAL IN ESS	
ESS 464	NUTRITION FOR EXER & HUM PERF	
ESS 474	KINESIOLOGY	
ESS 484	EXERCISE PHYSIOLOGY	
ESS 494	EXERCISE PRESC & PROGRMG	
SPT 461	PRIN OF SPORTS,REC & WLNS MGMT	
Total Credits		18

Gender Studies Minor

Code	Title	Credits
WR 303	RHETORIC APPR TO LIT & CULTURE	3
ENG 342	WOMEN'S HISTORY & LITERATURE	3
ENG 343	GENDER, RACE & LITERATURE	3
ENG 350	CARIBBEAN & LATIN AM LIT	3
ENG 355	AFRICAN LITERATURE	3
Total Credits		15

Global Studies Minor

Code	Title	Credits
GS 201	OUR GLOBAL WORLD	3
GS 301	GLBL POLITICS,CLTRL ID,COMMRCE	3
GS 302	GLOBAL HUMAN ISSUES	3
Six additional credits from one of the four themes listed in the B.A. in Global Studies requirements. ¹		6
Total Credits		15

¹ Link to B.A. in Global Studies information: [catalog.cu-portland.edu/undergraduate/theology-arts-sciences/global-studies/\(p.96\)](http://catalog.cu-portland.edu/undergraduate/theology-arts-sciences/global-studies/(p.96))

Health Care Administration Minor

Code	Title	Credits
HCA 301	THE NATION'S HEALTH	3
HCA 321	LDRSHIP AND BEHVR IN HC	3
HCA 331	HEALTHCARE REIMBURSEMENT	3
HCA 431	REGULATORY COMPLIANCE	3
Choose one additional HCA course (3 credits)		3
Total Credits		15

History Minor

Code	Title	Credits
HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203	EUROPE SINCE 1789	
HST 215	AMERICAN CIV I	3
or HST 216	AMERICAN CIV II	
HUM 488	DEPARTMENTAL SEMINAR	1
Upper division History electives (9 credits)		9
Total Credits		16

Homeland Security & Emergency Management Minor

Code	Title	Credits
HSEM 301	INTRO HOMELAND SECURITY	3
HSEM 315	RISK/ANALYSIS/IMPACT	3
HSEM 332	ROOTS OF TERRORISM	3
HSEM 335	CYBER SECURITY	3
HSEM 360	EMERG PREPAREDNESS	3
Total Credits		15

Literature Minor

Code	Title	Credits
ENG 231	AMERICAN LITERATURE I	3
or ENG 232	AMERICAN LITERATURE II	
ENG 222	BRITISH LITERATURE I	3
or ENG 223	BRITISH LITERATURE II	
Choose nine credits from the following:		9
ENG 310 WORLD DRAMA		
ENG 315 THE WORLD NOVEL		
ENG 321 SHAKESPEARE		
ENG 337 THE SIXTIES IN ITS OWN WRITE		
ENG 342 WOMEN'S HISTORY & LITERATURE		
ENG 343 GENDER, RACE & LITERATURE		
ENG 348 FILM & LITERATURE		
ENG 350 CARIBBEAN & LATIN AM LIT		
ENG 355 AFRICAN LITERATURE		

ENG 363	THE EUROPEAN NOVEL	
ENG 462	THE HERO	
ENG 480	RELIGION AND LITERATURE	
Choose one of the following:		1
HUM 488 DEPARTMENTAL SEMINAR		
ENG 217 LITERARY JOURNAL I		
Total Credits		16

Mathematics (General) Minor

Code	Title	Credits
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Upper division Math electives (4)		4
Total Credits		15

Music Minor

Code	Title	Credits
MUS 101	FUNDAMENTALS OF MUSIC	2
MUS 102	MUSIC THEORY I	2
MUS 121	MUSIC APPRECIATION	2
MUS 142	AURAL SKILLS I	1
Choose two of the following:		4
MUS 351 CONDUCTING I		
MUS 261 MUSICAL COMPOSITION		
MUS 265 MUSIC TECHNOLOGY		
MUS 364 CHRISTIAN HYMNS & LITURGY		
MUS 422 MUSIC, WORSHIP, & SPIRITUALITY		
Music Performance courses (MUP) representing at least two different areas (4 credits)		4
Total Credits		15

Psychology Minor

Code	Title	Credits
PSY 321	HUMAN DEVELOPMENT	3
Choose two of the following:		2
PSY 251 PSYCHOLOGY SEMINAR		
PSY 288 DEPARTMENTAL SEMINAR		
PSY 451 PSYCHOLOGY SEMINAR		
PSY 488 DEPARTMENTAL SEMINAR		
Upper division Psychology electives (9 credits)		9
Total Credits		14

Religion Minor

Code	Title	Credits
REL 211	HIST & LIT OF OT ¹	3
or REL 221	HIST & LIT OF NT	

REL 331	THE CHRISTIAN FAITH	3
Religion electives (9 credits) ²		9
Total Credits		15

¹ Choose one not taken as a general education requirement

² Including at least 6 credits at the 300 level or above

Social Work Minor

Code	Title	Credits
SCW 251	INTRO TO SOCIAL WORK	3
SCW 351	HUMAN BEHAV IN SOC ENV	3
Choose two courses from the following:		6
SCW 321 SOCIAL WORK INTERVIEWING		
SCW 352SW PRACTICE W/ INDV/FAM/ GRPS		
SCW 353SW PRACTICE W/COMMUNITY & ORG		
SCW 354SPIRITUAL & CULTURAL DIVERSITY		
SCW 363BSW SKILLS		
SCW 399INTL STUDY TOUR		
Total Credits		12

Spanish Minor

Code	Title	Credits
Twelve credits in Spanish. Six credits must be upper division.		12
Total Credits		12

Sport Coaching Minor

Code	Title	Credits
ESS 240	INTRO TO PREVENTION AND CARE	2
ESS 330	FIRST AID & CPR	0.5
ESS 352	SPORT SKILL ANALYSIS	3
ESS 370	PRINCIPLES OF COACHING	2
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 397	COACHING FIELD EXPERIENCE	1
ESS 422	PSYCH OF SPORT & PHYS ACTVTY	3
Total Credits		15.5

Sports Management Minor

Code	Title	Credits
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
SPT 461	PRIN OF SPORTS,REC & WLNS MGMT	3
SPT 462	SPORTS,REC AND WLNS MKTG	3
SPT 463	SPORTS,REC & WLNS FINC & SPNSR	3

SPT 464	LEGAL ISS SPRTS,REC,WLNS MGMT	3
<hr/>		
Total Credits		16

COOPERATIVE EDUCATION PROGRAMS

Air Force and ARMY ROTC

Under a cooperative agreement with the University of Portland, Concordia University students may participate in the Air Force Reserve Officers Training Corps (AFROTC) or ARMY Reserve Officers Training Corps (AROTC) program offered on the University of Portland campus, a sister Oregon Alliance of Independent Colleges and Universities (OAICU) school. ROTC is available to men and women with a minimum of two years of college remaining. Scholarships are available on a competitive basis for those who qualify. Most ROTC credits earned are accepted as transfer credits to meet Concordia University's total credit requirements for graduation. Students work with University of Portland staff and faculty to satisfy ROTC program requirements. Likewise, students will work with their Concordia University academic advisor to ensure completion of CU program requirements. For more information, view the program description on the University of Portland (<http://www.up.edu>) web site or contact the Concordia University Registrar's Office.

Clark College Co-Admission

- For students interested in attending both Concordia University and Clark College in Vancouver, WA, the two schools have partnered in a co-admission arrangement that is designed to reduce barriers, promote smooth transitions between institutions, and assure that student success is optimized. Students taking advantage of the partnership have increased curricular choices and are able to tailor their educational experiences to fit personal goals, preferences, and needs.
- To be eligible for co-admission, students must be in pursuit of an Associate of Arts degree, an Associate of Science degree, or a degree program that is formally articulated between the two institutions. Co-admission students must meet current Concordia admission requirements. Transfer students must have successfully completed a minimum of 18 quarter or 12 semester transferable credits from an accredited U.S. institution.

- Students who do not meet the above admissions criteria, but have demonstrated the potential to succeed in earning a baccalaureate degree, may be granted conditional admission to the program upon the agreement of both institutions. Students admitted under this provision may be asked to participate in activities intended to enhance their success as a condition of their admission.

For more information, students should contact their advisor or the Office of Admission at either institution.

OAICU Cross Registration

A full-time undergraduate student may take one course per semester (fall or spring semesters only) at no additional tuition cost at one of the neighboring institutions in the Oregon Alliance of Independent Colleges and Universities as those courses are available and approved. Generally, only courses not available on the home campus may be selected. Cross registration is initiated by application through the CU Registrar.

Portland Community College (PCC) Dual Admission

- For students interested in attending Concordia University and Portland Community College, Tillamook Bay Community College, or Columbia Gorge Community College, the schools have partnered in a dual admission arrangement that is designed to reduce barriers, promote smooth transitions between institutions, and assure that student success is optimized. Students taking advantage of the partnership have increased curricular choices and are able to tailor their educational experiences to fit personal goals, preferences, and needs.
- To be eligible for dual admission, students must be in pursuit of an Associate of Arts degree, an Associate of Science degree, or a degree program that is formally articulated among the institutions. Dual admission students must meet current Concordia admission requirements. Transfer students must have successfully completed a minimum of 18 quarter or 12 semester transferable credits from an accredited U.S. institution.
- Students who do not meet the above admissions criteria, but have demonstrated the potential to succeed in earning a baccalaureate degree, may be granted conditional admission to the program

upon the agreement of both institutions. Students admitted under this provision may be asked to participate in activities intended to enhance their success as a condition of their admission.

For more information, students should contact their advisor or the Office of Admission at either institution.

Simultaneous Enrollment in the Concordia University System

With the approval of the two campuses involved, a Concordia-Portland student can study for up to one year at another participating Concordia campus within the Concordia University System without transferring, submitting transcripts, or complex paperwork. The academic credits earned are entered on the student's transcript at their "home" Concordia. Eligibility rules apply and inquiries should be directed to the Visiting Student Coordinator in the Registrar's Office.

STUDY ABROAD

Studying abroad, whether for a year, a semester, or short-term, is a rewarding educational experience students remember all of their lives. There are numerous options to study abroad at Concordia. The Department of International Studies (IST) in the College of Arts & Sciences provides information and assistance for all Concordia University students who want to make the world their classroom. If interested in studying abroad, students should talk to their advisors early in their time at Concordia to consider which semester will best fit with their program requirements.

In addition to the programs listed, the Department of International Studies receives information from many other study abroad programs and can provide information about other options such as the Semester at Sea program. The International Studies office will work with students to facilitate application and assist with questions about transfer credits. Financial aid applies to most study abroad programs. Concordia students pay a program fee which generally includes tuition and housing. Students do not pay Concordia tuition in addition to the program fee for study abroad.

Summer, Semester, or Year-long Programs

GEO

Students can study at any of the following GEO sites for a year, a semester, or a summer and receive credit at Concordia.

Get more information: <https://geo.uoregon.edu/>

GEO sites include:

- Rosario, Argentina
- London, England
- Angers, France
- Berlin, Germany
- Accra, Ghana
- Athens, Greece
- Siena, Italy
- Fes, Morocco
- Oviedo and Segovia, Spain

AIFS

Concordia has an affiliation agreement with the American Institute for Foreign Study (AIFS), a national study abroad organization. Students can study for a year, semester, or a summer. To learn more about AIFS, visit

their web site: www.aifsabroad.com (<http://www.aifsabroad.com>)

The AIFS sites include:

- Australia
- Austria
- Brazil
- Chile
- Costa Rica
- Czech Republic
- England
- France
- Germany
- Ghana
- Greece
- India
- Ireland
- Italy
- New Zealand
- Russia
- South Africa
- Spain
- Turkey
- Multi-Country

International Studies Abroad (ISA)

ISA offers the most varied and numerous sites for students who wish to study in a Spanish speaking country. There are programs in Argentina, Belgium, Brazil, Chile, China, Columbia, Costa Rica, Czech Republic, Dominican Republic, England, France, India, Ireland, Italy, Jordan, Morocco, Peru, Scotland, South Africa, South Korea, and nine cities in Spain. www.studiesabroad.com (<http://www.studiesabroad.com>)

IE3 Global Internships

IE3 Global Internships (The Oregon International Internship Program) was created by the Oregon University System to provide university students in the Pacific Northwest with an improved understanding of global issues and equip them with professional experience and international competence. Concordia students can earn academic credit on their home campuses while abroad on their internship. IE3 Global Internships arranges placement and provides pre-departure orientation, international health insurance, learning tools, monitoring and support. A program fee is charged in lieu of tuition. The program fee includes academic credit (up to 12 semester credits). Most forms of financial aid can be applied toward the costs of an internship. Internships are available in a variety of private-sector companies, nonprofit organizations and educational institutions around the world. Go to the IE3 Web site to see

a current list of internship openings with links to detailed position descriptions. Each position description includes information about the host organization, intern responsibilities, and estimated costs. For more information, visit the Department of International Studies. Source: ie3global.org (<http://ie3global.org>)

Direct Enrollment

Concordia has cooperative agreements directly with universities in Mexico, Japan and Wales. Concordia students work with the Department of International Studies to enroll directly at these universities.

UDLA, the Universidad de las Americas in Pueblo, Mexico, is an excellent option for students who want to study Spanish in an intensive program with opportunities for cultural visits and Latino history and culture. www.udlap.mx (<http://www.udlap.mx>)

Budo International University, Katsuura, Japan <http://www.budo-u.ac.jp/english/index.html>

Bunkyo University, Tokyo, Japan <http://www.bunkyo.ac.jp/stf/kkokusai/English/>

Cardiff University in Cardiff, Wales <http://www.cardiff.ac.uk/>

SHORT TERM PROGRAMS

Field Studies Programs

Concordia University has joined its sister college, Concordia University in Austin, Texas, in offering an ongoing series of field courses in a variety of interesting locations throughout the world and the United States. Past field courses have focused on the biology, geology, ecology, and/or anthropology of such places as Belize, the Pacific Northwest, the Grand Canyon, Hawaii, and the world-famous Malheur Wildlife Refuge in southeastern Oregon.

Students hike through tropical rain forests, camp out under the open sky, snorkel with sharks and rays in incredible blue oceans, or climb to the summit of Mayan temples. Guided by professors rich in knowledge of the area, students are challenged to explore vistas many never have the opportunity to see. Plans are for future field courses in the Russian Far East, Australia, and Costa Rica. Information may be obtained from the Chair of the Math & Science Department.

Concordia Faculty-led Courses

Each year, faculty from Concordia organize and teach special courses to expose students to the places which make history, art, and culture come alive. Art History may be taught as a two-week course in Europe; and British Theater includes a two-week course in London. Visit the Department of International Studies to learn about which programs are available for the next upcoming academic year.

Concordia Spring Semester Abroad

Seven Concordia campuses have joined together to create semester programs every academic year during spring. Previous locations have been Costa Rica, Germany, and Italy. Spring semester 2018 will be a multi-country program in London and Wittenberg, Germany. Students study with a visiting faculty member from one of the Concordia campuses and receive Concordia credit for their classes abroad.

COLLEGE OF EDUCATION

College Philosophy

We pride ourselves on training teacher candidates who will be competent, capable and highly prepared to teach in today's classrooms.

Since 1905, our objective has remained the same: to prepare teachers who understand that education demands tremendous energy, creativity, dedication, and service. The core values of Christian commitment, teaching and learning, educational excellence, and community service that guide the Concordia community are encapsulated within the College of Education's Mission Statement:

With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, encourage life-long learning, and demonstrate the skills necessary to promote effective instruction.

Undergraduate Program offerings in the College of Education include:

- Bachelor of Arts in Education (Preliminary Teaching License)
- Post-B.A. Licensure in Education
- Professional Church Work Certification for Teachers
- Bachelor of Science in Early Childhood Education

A Bachelor of Arts in Education Non-Licensure is also available. Please see the Department and the Registrar's Office for requirements.

Preliminary Teaching License

Bachelor of Arts Degree with Recommendation for Preliminary Teaching License

Concordia's College of Education offers an undergraduate teacher preparation program that integrates a liberal arts foundation toward teaching licenses issued by the state of Oregon. Upon completion of the bachelor's degree program, candidates are eligible for the Pre-K-12 license with either a multiple subjects endorsement (elementary candidates) or subject-specific endorsements (secondary candidates).

Undergraduate students select one of the following program options:

- Elementary program (Grades Pre-K-8)
- Secondary program (Grades 5-12)

Those students choosing the secondary program must also select an endorsement area. All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Preliminary Teaching License.

Post-B.A. Licensure in Education

In some cases, students who have already earned a bachelor's degree may earn a Preliminary Teaching License at the undergraduate level; however there are specific requirements which must be reviewed by the Director of Undergraduate Studies. This post-B.A. program does not result in an additional degree.

Education (B.A.) – Preliminary Teaching License

Concordia's undergraduate teacher education program prepares reflective educators who are committed to fostering equitable learning experiences for all Pre-K-12 students. Candidates utilize the inquiry-based model to inform instructional and assessment practices in order to meet learners' needs. Based on the program's clinical experience model, the experiences candidates have in the schools direct the theoretical and practical knowledge that is learned in courses.

B.A. Education Program Objectives

The program model is based on the following five guiding questions:

- What contributions can I make as an educator?
- What does it mean to learn and who are my learners?
- What are we teaching? How are we teaching it? Why?
- What are the outcomes of the learning/teaching?
- How do I know that this worked? What next?

Program Objectives:

At the end of this program, candidates will:

- model dispositions, ethics, and communication skills befitting a professional educator;

- recognize how their own morals, biases, experiences, and privilege impact teaching practices;
- foster culturally responsive learning environments that are inclusive of families and communities;
- demonstrate knowledge of specific subject matter and developmentally appropriate instructional strategies;
- utilize effective instructional and assessment practices that meet diverse student learning needs; and
- value and inform professional growth through inquiry and research.

Program Admission

Any student pursuing a B.A. in Education must apply for program admission to the College of Education. By the end of the first semester of their sophomore year each student should submit their admissions materials through the CU Intranet at <https://intranet.cu-portland.edu/application-college-education>.

Requirements for Program Admission:

- A College of Education application (which can be found on the CU Intranet at the link above)
- A cumulative GPA of 3.0 (conditional admits possible at 2.8 pending other criteria)
- Successful completion of program approved basic skills test per program standard
- Completion of the Teacher Self-Efficacy Survey (found on the COE application)
- Essay questions and interview with program director/faculty

Testing Requirements for Preliminary Licensure

All students are required to have taken and passed each of the following tests:

- Successful completion of program approved basic skills test per program standard
- Protecting Student and Civil Rights in the Educational Environment
- Elementary Subtest 1 and 2 (NES) (elementary only)
- Endorsement Tests (secondary only)
- All test information can be obtained from the following website: www.orela.nesinc.com (<http://www.orela.nesinc.com>)

Admission of Non-native English Speakers to Education Programs

The College of Education welcomes and encourages students of diverse ethnicities and cultures who plan to be future teachers. In order to help determine whether or not non-native speakers possess the language skills necessary to succeed in an English speaking classroom, a score of 90 on the new iBT exam (TOEFL) must be met by any non-native English speaking student seeking a teaching license in the United States. This test also includes a mandatory speaking component. Students who meet this requirement are eligible to be considered for clinical experiences. Students who do not meet the English language proficiency requirements may still earn a bachelor's degree in education, but will not be able to pursue an Oregon Preliminary Teaching License.

Curricular Requirements

Professional Education Courses

Beginning the first semester of freshman year, students will be enrolled in Professional Education courses. The required courses will vary based on the authorization levels of each student.

Electives and Minors

The number of electives required for each student is determined by the chosen program (elementary or secondary) to meet the 124 hours required for graduation. Please be advised that 45 of the 124 hours must be taken at the 300 and 400 level. If students choose to pursue a minor, courses taken to complete a minor may not duplicate any general education or professional education courses.

Clinical Experience Placement

The College of Education Placement Office provides undergraduate placements for clinical experiences. After a student is admitted to the program the Placement Office will contact the teacher candidate in order to begin the placement process. The teacher candidate will attend a mandatory Placement Information Meeting (PIM) where an overview of the clinical experiences and the placement process will be explained. At PIM the teacher candidate will also complete a Placement Application sharing ideas for location, teachers, and any other requests. Specific placement requests may be made but cannot be guaranteed due

to teacher availability and individual district or school policies.

The teacher candidate will electronically submit an education-focused resume which follows the CU format and two letters of recommendation that will be used to secure a placement. Once a placement has been secured, the Placement Office will contact the students to inform them where they have been placed and with whom.

Placement confirmations and exiting procedures must be conducted through the Placement Office. No placements can be made at schools where students have relatives or family friends. No clinical experience should ever be terminated by a candidate without prior consultation with the Placement Director or Lead Placement Coordinator. Failure to follow these policies jeopardizes future placements and may result in credit loss and additional fees. Clinical experiences dropped at student initiative after a placement has been secured will result in forfeiture of course fees.

Subject Area Endorsements for Secondary

Students who choose the secondary program will choose at least one endorsement area. Concordia currently offers eight endorsement areas which are listed below:

- Biology
- Chemistry
- Health
- Language Arts
- Mathematics (Foundational)
- Mathematics (Advanced)
- Physical Education (see PE-specific requirements)
- Social Studies

Endorsement Area Courses

For students who are enrolled in the secondary program, courses will vary based on the endorsement area. Each endorsement has a specific checklist, which lists required courses.

Specialty Area Endorsement

English to Speakers of Other Languages (ESOL)
(15)

Elementary and Secondary students that are interested in fully preparing for today's diverse classrooms may choose an additional endorsement that equips them with skills in cultural competency. This specialty area endorsement serves as a professional endorsement, and can be taken during the

undergraduate curriculum or at a graduate level after receiving the Bachelor of Arts. ESOL does not replace a subject area endorsement.

Code	Title	Credits
EDEL 431	STRAT & MAT FOR TEACHING ELL	3
EDEL 432	LINGUISTICS	3
EDEL 433	LANGUAGE/CULTURE CLASSROOM	3
EDEL 434	LANGUAGE ACQUISITION	2
EDEL 435	ASSESSING ENGLISH LEARNERS	2
EDEL 437	ESOL PRACTICUM	2
Total Credits		15

Additional Graduation Requirements

In order to graduate from the B.A. Education program students must meet the minimum requirements for graduation listed here: Academic Information and Policies (p. 35), and, in addition, students must have a minimum of a 2.75 cumulative GPA and a minimum of a 3.00 GPA in the COE program, which includes endorsement courses for Secondary students.

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• Education (B.A.) – (p. 60)**Elementary Program** – Freshman

• Education (B.A.) – (p. 61)**Secondary Program** – Freshman

• Education (B.A.) – (p. 64)**Secondary Program-PE Endorsement** – Freshman

• Education (B.A.) – (p. 61)**Elementary Program** – Transfer Student

• Education (B.A.) – (p. 63)**Secondary Program** – Transfer Student

• Education (B.A.) – (p. 65)**Secondary Program-PE Endorsement** – Transfer Student

EDU 199 TEACHING AS A PROFESSION Credits: 1.5

This course introduces a broad picture of K-12 teaching as a career in both private and public school settings. Students will be introduced to the teacher education program and be guided through the requirements necessary to complete the program and to obtain a teaching license in the state of Oregon. Classroom observation is required for this course.

EDU 200 BECOME A READING COACH Credits: 2

This course provides an introduction to the teaching of reading, the cueing systems readers use, how to match readers to appropriate books, and how to coach for success in reading accurately and fluently, with comprehension. This class includes both the delivery of instructional content and clinical practice with elementary aged readers.

EDU 201 PRINCIPLES OF EDUCATION Credits: 3

This course introduces students to a number of fascinating subjects regarding their chosen profession. Such topics as education philosophy, the school reform movement, and teacher rights and responsibilities are reviewed through a format that emphasizes student interaction and group process. A 30-hour tutoring component is also required with this course.

Prerequisites: State Fingerprinting required; Sophomore standing.

EDU 232 EDUCATIONAL PSYCHOLOGY Credits: 2

This course examines basic learning theories and processes in relation to teaching in the classroom. This course provides a foundation to improve and develop teaching skills as an ongoing process. During this course you will develop a pedagogy that integrates theories of learning, diversity and motivation.

Prerequisites: PSY 201 with a D or higher.

EDU 260 INSTRUCTIONAL STRATEGIES Credits: 3

This course is designed to enable students to acquire beginning competencies in daily lesson planning, instructional models, modes of presentation and participation, as well as formative evaluation skills essential for professional development in subsequent course and practicum activities. A classroom experience at a neighborhood school will enhance their lesson planning and presentation skills.

Prerequisites: EDU 201 and EDU 232 with a C or higher.

EDU 330 EDUCATIONAL TECHNOLOGY Credits: 2

This hands-on course seeks to make students proficient in how to effectively teach with 21st century technology. The course will examine how technology can augment the learning process through understanding issues and concerns important when implementing technological tools, researching best practices for project-based learning with technology, developing strategies for authentic assessment, and experimenting with software for teacher productivity. Students will also discuss the technological equity divide and how they can serve to breach that gap in schools.

Prerequisites: EDU 260 with a C or higher.

EDU 336 ASSESS/EVAL OF TCH LRN Credits: 2

This class prepares pre-service teachers at all levels to assess learning through a variety of instruments. Standardized test interpretation, preparations of teacher-generated tests that accurately assess objectives, authentic assessment, and a philosophy of evaluation and assessment are emphasized. Students will also consider legal and ethical issues in learner assessment and communication of progress.

Prerequisites: EDU 260 with a C or higher.

EDU 340 ADV TEACHING STRATEGIES Credits: 2

This course is designed to prepare candidates to design an edTPA portfolio using advanced teaching strategies. Student will enhance their skills in lesson construction in looking at higher order questions, differentiation and accommodation while also improving skill development and curriculum integration.

Prerequisites: EDU 336 with a C or higher.

**EDU 342 FIELD EXPERIENCE:
ELEMENTARY Credits: 1-2**

This course provides the elementary teacher education student with actual experience in the elementary classroom. A minimum of 45 hours is spent in an assigned elementary classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

**EDU 342L LUTH FLD EXP:
ELEMENTARY Credits: 1-2**

This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

**EDU 344 FIELD EXPERIENCE:
SECONDARY Credits: 1-2**

This course provides the secondary education student with actual experience in the secondary classroom. A minimum of 45 hours is spent in an assigned secondary classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

**EDU 344L LUTH FLD EXP:
SECONDARY Credits: 1-2**

This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

**EDU 348 CLASSROOM MGMT/PAR
REL Credits: 3**

This course prepares students to organize and manage all aspects of a classroom. An emphasis will be placed on behavior management, effective communication with students and families and the classroom environment. Students will also develop skills needed to foster a positive image of schools and teachers to families and the general public through parent conferences, school events face-to-face as well as electronic communication. Concurrent enrollment in practicum or student teaching required.

Prerequisites: EDU 336 with a C or higher.

EDU 355 INTRO TO ECE Credits: 3

This course begins with an overview of early childhood education, from historical and theoretical perspectives to current issues, trends, and practices. As the course progresses, students will explore the elements of a child-centered learning environment. The final portion of the course focuses on methods for integrating across the curriculum using thematic units and project work.

Prerequisites: EDU 201 and EDU 232 with a C or higher.

**EDU 358 C & I:HEALTH/PE:
ELEMENTARY Credits: 3**

This course examines basic elementary school health education programs and current trends in this field. Students gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

Prerequisites: EDU 336 with a C or higher.

**EDU 362 C & I:MATH:
ELEMENTARY Credits: 3**

This course focuses on development of mathematics skills and conceptual understanding for the elementary school student. It is designed to prepare teachers to instruct young learners in basic arithmetical processes. In addition we will examine curricular materials (including use of math manipulatives) and appropriate techniques and procedures for effective pupil learning. Students will use the Common Core Standards for Mathematics to plan successful lessons and units.

Prerequisites: EDU 336 with a C or higher and MTH 134 with a D or higher.

**EDU 368 C & I:SCIENCE:
ELEMENTARY Credits: 3**

This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective student learning in the natural sciences. Daily lesson planning, preparation of resource units and the development of classroom interest through integration and hands-on learning in science are emphasized.

Prerequisites: EDU 340 with a C or higher.

**EDU 375 C & I:LANG ARTS/
RDNG:ELEMENTAR Credits: 4**

This course will furnish the teacher education student with the knowledge and resources to provide pre-K to 8th grade instruction and assessment in reading, writing, listening and speaking.

Prerequisites: EDU 336 with a C or higher.

**EDU 377 INT'L EDUCATION STUDY
TOUR Credits: 3**

This course is part of an ongoing exchange between Concordia University and International Universities. Students taking the course will travel overseas to evaluate educational systems and the ways cultural values impact the existence and delivery of educational services. They will, through preparation for this trip, become well versed in the dialogue about the achievements of international education systems, and be able to assess their strengths and weaknesses. They will be expected to regularly evaluate, through pre-trip reading and during-trip site visits, the U.S. and international systems. Students will experience international culture first hand by living with an international family, which they will prepare for through a language program in the academic semester before their trip. They will be expected to be cultural ambassadors for the United States while reflecting on national similarities and differences, and will be tasked with examining their own cultural belief systems before, during, and after the trip.

**EDU 379 C & I:SOCIAL STDS:
ELEMENTARY Credits: 2**

This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective student learning in social sciences. The student will understand the major themes and objectives of social sciences as covered by Oregon State Standards. The student will also design effective lesson plans in constructing an edTPA portfolio.

Prerequisites: EDU 340 with a C or higher.

**EDU 384 CLASSROOM MGMT:
SECONDARY Credits: 3**

This course prepares students to organize and manage all elements of the middle or high school classroom. Topics include a review of major student discipline models, managing teacher stress, effective parent communication skills, and establishing a healthy classroom rapport to promote student learning.

Prerequisites: EDU 336 and PSY 321 with a C or higher

Corequisites: EDU 343 or EDU 343L or EDU 344 or EDU 344L or EDU 453 or EDU 453L or EDU 454 or EDU 454L or EDU 493 or EDU 494.

**EDU 385 C & I:MATH & SCI:
SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required edTPA portfolio.

Prerequisites: EDU 340 with a C or higher.

**EDU 386 C & I:LANG ART/SOC
ST:SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, and cooperative strategies for effective student learning in the social studies and language arts. Students will be tasked with evaluating contemporary research on topics like adolescent literacy, historical thinking, and literary and social science analysis, and then finding ways to integrate these best practices into effective and engaging secondary content teaching methods.

Prerequisites: EDU 340 with a C or higher.

**EDU 387 C & I: PHYS ED:
SECONDARY Credits: 3**

This course provides further focus on the national and state physical education standards along with best practices as it relates to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels and daily lesson planning as they apply to physical education.

Prerequisites: EDU 340 with a C or higher.

EDU 389 C & I: HEALTH Credits: 2

This course provides further focus on the national and state health education standards along with best practices as it relates to curriculum, instructional materials, engaging activities and skill-based strategies for effective student learning in the health classroom. Emphasis is placed on instructional teaming, the integration of health on the middle and high school levels, and daily lesson planning as they apply to health education.

Prerequisites: EDU 340 with a C or higher.

**EDU 390 CHILDREN W/
EXCEPTIONALITIES Credits: 2**

Introduction to PL94-142 and exceptional children with a focus on techniques for adapting materials, curriculum and teaching strategies, the exceptional child's family and community resources.

Prerequisites: PSY 201 with a D or higher.

EDU 395 TEACHING THE FAITH Credits: 3

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes field-work observation, participation, lesson planning and demonstration teaching.

Prerequisites: EDU 232 and EDU 260 with a C or higher.

**EDU 399E EXPERIMENTAL
COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**EDU 406 CHARACTER & ETHICS OF
LDRSHIP Credits: 3**

Exploration of contemporary and historical models of organizational leadership, creation of a personal statement of vocation informed by values and assumptions, and testing of the synthesis against a variety of assignments and experiences. The course provides a forum for candidates to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and from serving others.

**EDU 420 SCHOOL AND COMM
PARTNERSHIPS Credits: 3**

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

**EDU 438 STRATEGIES & MATERIALS
TESL Credits: 3**

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in English to Speakers of other Languages (ESOL), the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDU 439 LINGUISTICS Credits: 3

This course provides an in-depth study of the principles of linguistics (phonology, morphology, syntax and semantics) from a historical, cultural, and socio-linguistics perspective.

Prerequisites: WR 121 with a C or higher.

**EDU 440 LANGUAGE & CULTURE
CLASSROOM Credits: 3**

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

**EDU 441 ESOL LANGUAGE
ACQUISITION Credits: 2**

This seminar examines the teaching of English to speakers of other languages (ESOL) from the perspective of curricular design and educational technology. An understanding of issues and resources related to curriculum design and educational technology will assist participants in planning ESL programs and equipping students with appropriate media resources, and earning the ESOL/Bilingual Endorsement.

**EDU 443 ASSESSING ENGLISH
LEARNERS Credits: 2**

This seminar will examine the teaching of English to speakers of other languages (ESOL) from an educational assessment and evaluation perspective. An understanding of issues and resources related to this topic will assist participants in planning ESL programs, equipping students, teachers and the community with the appropriate instructional resources, and earning the ESOL/Bilingual Endorsement.

EDU 447 CREATING CLASSROOM EQUITY Credits: 3

This course is designed to equip students with the necessary knowledge, skills, and strategies to work with students and families from ethnically and culturally diverse backgrounds. An emphasis will be placed on equity in relation to class, gender, and race in schools. Throughout the course, students will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. Lastly, students will examine the research which exists related to the shift in demographics nationwide and in the state of Oregon and how it impacts education.

Prerequisites: EDU 260 with C or higher and Junior Status.

EDU 448 THE INCLUSIVE CLASSROOM Credits: 3

The effective use of transformational instructional strategies and interventions to maximize teaching and learning for all students in an inclusive classroom will be studied. Emphasis will be placed on practical instructional strategies and interventions that promote learning and can be readily implemented by the general education classroom teacher.

EDU 452 PRACTICUM: ELEMENTARY Credits: 1-4

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned elementary classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 452L PRACTICUM: LUTHERAN ELEM Credits: 1-4

This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement and supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 454 PRACTICUM: SECONDARY Credits: 1-4

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned secondary classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 454L PRACTICUM: LUTHERAN SECONDARY Credits: 1-4

This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement and supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 457 GROWTH & DEV YNG CHILD Credits: 3

This human development course focuses specifically on the young child from birth through age eleven. Developmental principles and theories will be examined as students explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

Prerequisites: EDU 232 with a C or higher.

EDU 461 C & I: CHILDREN'S LIT - ECE/ ELEM Credits: 2

An introduction to all genres of literature for children in grades K-8 in relation to their needs, interests, and abilities. Emphasizes authors and illustrators, educational uses, and the writing process.

Prerequisites: EDU 336 with a C or higher.

EDU 469E ESTABLISH BUS/COMM PARTNERSHIP Credit: 1**EDU 485 ESOL PRACTICUM Credits: 2**

Used to obtain an English Speakers of Other Languages (ESOL) endorsement. A minimum of 90 hours is spent in an assigned ESOL classroom. The students are assigned to schools and classrooms according to their authorization areas. Students are required to complete 90 contact hours for 2 credits at the assigned schools. Students create and teach one TSPC-required work sample.

Prerequisites: State Fingerprinting required.

EDU 492 STUDENT TEACHING: ELEMENTARY Credits: 15

This course is a 15-week, full-time teaching experience at a public elementary school, or an approved private school, in an assigned elementary classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. All professional education courses and practicum must have been successfully completed. Requires contacting the Placement Office to begin the placement process.

**EDU 494 STUDENT TEACHING:
SECONDARY Credits: 15**

This course is a 15-week, full-time teaching experience at a public high school, or an approved private school, in an assigned secondary classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. All professional education courses and practicum must have been successfully completed.

Requires contacting the Placement Office to begin the placement process.

EDU 499 INDEPENDENT STUDY Credits: 3**EDU 820 EMOTION INTEL/CLASSRM
MGMT Credits: 4**

Concordia University has developed a professional partnership with Dr. Becky Bailey, an international expert and published author in early childhood education and development. Concordia provides limited graduate seminar credit when candidates attend Dr. Bailey's professional development workshop, Conscious Discipline, that provides training and education for early childhood educators and complete Action Research with a Concordia University faculty.

Prerequisites: Experience as early childhood educator and attendance at Becky Bailey conference.

**EDU 821 EMOTION INTEL/CLASSRM MGMT
II Credits: 4**

For those who attend Conscious Discipline 2, a second of Dr. Becky Bailey's professional development workshops. After attending the conference, participants can complete Action Research with a Concordia faculty, applying the theory learned into practice. The limited seminar graduate credit can be transferred as electives into some education graduate programs.

**EDU 896 BIBLE LIT FOR ENG/HUM
TEACHERS Credits: 4**

Designed for interested high school teachers, the course covers foundational Bible texts, from Genesis to Revelation, in order to understand concepts and allusions that permeate Western culture. Course participants will develop expertise—including materials and strategies—for teaching Bible literature. Course participants earn four hours of limited graduate seminar credit. These four hours of limited graduate seminar credit may be accepted at some universities as electives in education graduate programs. Approximately 120 hours of work, or the equivalent of 12 CEU hours, are invested to complete this course. It is almost a fully independent course designed to be completed in 16 weeks with limited assignments.

**EDUG 110 TEACHING AS A
PROFESS Credits: 2**

This course introduces a broad picture of K-12 teaching as a career in both private and public school settings. Students will be introduced to the teacher education program and be guided through the requirements necessary to complete the program and to obtain a teaching license in the state of Oregon. A 10 hour of tutoring/classroom observation is required for this course.

**EDUG 120 BECOME A RDG
COACH Credits: 2**

This course provides an introduction to the teaching of reading, the cueing systems readers use, how to match readers to appropriate books, and how to coach for success in reading accurately and fluently, with comprehension. This class includes both the delivery of instructional content and clinical practice with school-aged readers.

EDUG 210 INTRO TO ELL PK12 Credits: 2

This course examines the basics of language acquisition and how to better serve students who speak languages other than English. Candidates will be exposed to best practices that should be used with students in different levels of English proficiency.

Prerequisites: EDUG 110 and EDUG 120 with a C or higher.

**EDUG 220 GRWTH AND DEV
PK-12 Credits: 3**

This course explores the ways in which learners are shaped by their individual experiences, cultures, developmental levels, diverse needs, and assets. Through participation in this course, students will come to understand concepts of neurobiology and stages of development, as well as the cognitive, social-emotional, and behavioral theories that underpin learning. In addition, candidates will come to understand the impact of poverty and trauma on K-12 learners and examine their role in mitigating these effects through their classroom instruction and interactions. This course will blend theory and practice, providing students the opportunity to form connections between concept and classroom and meaningfully consider their own pedagogy. **Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.

**EDUG 230 INTRO TO EQUITY
PK-12 Credits: 3**

This course is designed to engender in preservice teachers an understanding that learners come from diverse racial, ethnic, cultural, and socioeconomic backgrounds. Candidates will explore the sociological, political, and historical factors that have led to the current achievement gap, and discuss the importance of fostering equity within their own classroom and school contexts. They will also examine their individual biases, privilege, and experiences and learn culturally responsive teaching practices. Throughout the course, candidates will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. **Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.

EDUG 240 LIT PERSPC PK-12 Credits: 3

Preservice teachers engage in learning experiences rich in problem-solving, logical reasoning, and critical thinking through the lens of reading, writing, listening, and speaking for native English speakers and students who are English language learners. This course requires candidates to metacognitively reflect upon reading, writing, speaking and listening including strategies for teaching phonological awareness, word recognition, phonics, fluency, vocabulary, comprehension, and building literacy in the content areas as it pertains to children in the PK-12 world. This course will address trends in literacy (assessing literacy abilities, organizing and managing the classroom, and using technology) as they impact teaching practices within the classroom.

Prerequisites: EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

EDUG 250 ASSESSMENT LIT PK-12 Credits: 2

This course will address accountability structures in American education including federal policies that direct assessment practices, assessment climates, general assessment design, standardized testing, progress monitoring and intervention systems (e.g. RTI). Candidates will have experience with school level data analysis, data team analysis, grade level analysis, and classroom analysis. Candidates will develop basic quantitative methods and interpretation skills, understand validity and reliability, and learn more about using technology platforms to organize and analyze data.

Prerequisites: EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

EDUG 260 INDIV STUDNT LRNG PK-12 Credits: 3

In this course preservice teachers will learn instructional strategies that support the unique needs of all learners, including their individual experiences, cultures, developmental levels, and assets. Candidates will learn about differentiating instruction for student learning needs, and explore their role in fostering fair and equitable education that supports students' legal rights.

Prerequisites: EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

EDUG 310 INQ AND REFLECT PRACT 1 Credits: 2

Inquiry and Reflection in Practice 1 explores inquiry and reflection as professional practices in a candidate's teaching career that can lead to curiosity, systematic data analysis, and improved instructional practice. This course includes the key elements of self-study, practitioner research, and how the inquiry process can lead to effective and transformative teaching. Candidates complete the course section aligned to their focus.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 320 SYSTMIC POLIT ISSUES Credits: 3

This course provides candidates with the historical, political and social foundations of education, and addresses the current educational landscape. Candidates will analyze competing narratives on the purpose of schooling, collaboratively examine educational issues and topics, discuss the importance of ethics as it relates to teaching and learning, and consider their role as a professional educator.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 330 BST PRAC SM GRP INST ASMN ELEM Credits: 3

Best Practices in Small Group Instruction and Assessment focuses on the best practices in forming and instructing in a small group, and assessing student growth to measure and reflect on instructional efficacy and groupings. Through classroom observations and guided practice, candidates will become familiar with the variety of purposes for small groups in the general education classroom, and how to plan for and utilize purpose-driven grouping and instructional strategies. Candidates will become familiar with assessment practices used to measure growth in small groups, including formative and informal assessments. Technology-based and traditional formative assessments will be modeled and practiced.

Prerequisites: EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

EDUG 340 HUM METHODS ELEM Credits: 3

Candidates will develop skills in content integration through the incorporation of curriculum based on current practice and research in social studies and language arts as units for planning. Candidates will explore strategies for reading to learn content, writing with purpose and clarity, and vocabulary development. This course emphasizes intellectual approaches to integration while utilizing curriculum mapping to guide unit planning. Candidates will utilize instructional technology and various teaching methods/materials to develop effective lessons based on various national standards to encourage learning through a multi-disciplinary lens.

Prerequisites: EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

EDUG 350 MATH METHODS ELEM Credits: 3

Candidates will gain an in-depth understanding of general pedagogical issues in elementary mathematics as they relate to the development of mathematical skills and conceptual understanding for elementary students. Candidates will gain an understanding of teaching mathematical concepts utilizing Common Core standards. This will occur through the use of a variety of techniques and procedures appropriate to various learning needs of elementary aged students. Students will use Common Core standards to guide lessons and practice Task 4 of edTPA.

Prerequisites: EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

EDUG 358 HLTH AND PHYS ED Credits: 3

This course examines basic elementary school health education programs and current trends in this field. Students gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 385 C&I MATH SCI SEC Credits: 3

This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required edTPA portfolio. Candidates will explore how math and science content addresses components of STEAM education initiatives.

Prerequisites: EDUG 391.

EDUG 386 C&I LANG SOC ST SEC Credits: 3

This course provides an introduction to curriculum, instructional materials, and cooperative strategies for effective student learning in the social studies and language arts. Students will be tasked with evaluating contemporary research on topics like adolescent literacy, historical thinking, and literary and social science analysis, and then finding ways to integrate these best practices into effective and engaging secondary content teaching methods.

Prerequisites: EDUG 391.

EDUG 387 C&I PE SEC Credits: 3

This course provides further focus on the national and state physical education standards along with best practices as it relates to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels and daily lesson planning as they apply to physical education.

Prerequisites: EDUG 391.

EDUG 389 C&I HEALTH SEC Credits: 3

This course provides further focus on the national and state health education standards along with best practices as it relates to curriculum, instructional materials, engaging activities and skill-based strategies for effective student learning in the health classroom. Emphasis is placed on instructional teaming, the integration of health on the middle and high school levels, and daily lesson planning as they apply to health education.

Prerequisites: EDUG 391.

EDUG 390 SCHOOL CLIMATE ELEM Credits: 2

Minimum of 15 weeks of twice weekly field experience at the school site in conjunction with coursework that focuses on understanding school and community culture. This experience includes observation, opportunities to collaborate with faculty, administrators, staff, and families, and the development of an activity to support the school/community connection.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 391 SCHOOL CLIMATE SEC Credits: 2

Minimum of 15 weeks of twice weekly field experience at the school site in conjunction with coursework that focuses on understanding school and community culture. This experience includes observation, opportunities to collaborate with faculty, administrators, staff, and families, and the development of an activity to support the school/community connection.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 392 SM GR OBSERVING ELEM Credits: 2

Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the small group context. This experience includes observation, opportunities to teach lessons to a small group, and involvement in the culture of the grade level/department.

Prerequisites: EDUG 310 and EDUG 320 with a C or higher and EDUG 390.

EDUG 393 SM GR OBSERVING SEC Credits: 2

Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the small group context. This experience includes observation, opportunities to teach lessons to a small group, and involvement in the culture of the grade level/department.

Prerequisites: EDUG 310 and EDUG 320 with a C or higher and EDUG 391.

EDUG 410 INQ AND REFLECT PRACT 2 Credits: 2

Inquiry and Reflection 2 is the final course in the inquiry process sequence. Candidates research an area of interest related to their concentration choice and develop a research question focused on improving their own practice. Candidates utilize the field placement classroom to follow the inquiry process. As candidates explore their research questions, they will collect and analyze classroom data, identify conclusions, and share their findings in an appropriate professional venue.

Prerequisites: EDUG 330, EDUG 340, EDUG 358, and EDUG 350 with a C or higher and EDUG 392 or EDUG 393.

EDUG 420 BST PRAC WHL CLS INST ELEM Credits: 3

Best Practices in Whole Group Instruction and Assessment addresses pacing of curriculum and lesson implementation, development of content-driven units, and design and use of summative assessments, including attention to grading systems for monitoring academic performance. The course considers intervention and remediation for struggling learners, content advancement for gifted learners, and whole group student engagement and motivation.

Prerequisites: EDUG 330, EDUG 340, EDUG 358, and EDUG 350 with a C or higher and EDUG 392.

EDUG 421 BST PRAC WHL CLS INST SEC Credits: 3

Best Practices in Whole Group Instruction and Assessment addresses pacing of curriculum and lesson implementation, development of content-driven units, and design and use of summative assessments, including attention to grading systems for monitoring academic performance. The course considers intervention and remediation for struggling learners, content advancement for gifted learners, and whole group student engagement and motivation.

Prerequisites: EDUG 393.

EDUG 430 COLL MGMT IN CLRM ELEM Credits: 3

Collaboration and Management in the Classroom explores internal and external influences on student behavior and emphasizes collaborative relationships with colleagues, families, and the community. Course content includes the development of classroom behavior management systems, analysis of school-wide management systems and approaches, organization of classroom and materials, creation of classroom rules and procedures, and exploration of family conferencing and communication strategies.

Prerequisites: EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

EDUG 431 COLL MGMT IN CLRM SEC Credits: 3

Collaboration and Management in the Classroom explores internal and external influences on student behavior and emphasizes collaborative relationships with colleagues, families, and the community. Course content includes the development of classroom behavior management systems, analysis of school-wide management systems and approaches, organization of classroom and materials, creation of classroom rules and procedures, and exploration of family conferencing and communication strategies.

Prerequisites: EDUG 393.

EDUG 440 STEAM METHODS ELEM Credits: 3
STEAM methods is an introduction to the practices, content and skills in the instruction of Science, Technology, Engineering, the Arts, and Math. Through classroom observations and guided practice, candidates will become familiar with the standards, practices, and cross-cutting concepts in each of these content areas and of STEAM as a whole. Candidates will explore how STEAM-based instruction can be integrated across other core content areas.
Prerequisites: EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

EDUG 490 WHOLE CLS OBS ELEM Credits: 4
Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.
Prerequisites: EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

EDUG 491 WHOLE CLS OBS SEC Credits: 4
Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.
Prerequisites: EDUG 393.

EDUG 492 ST TEACH ELEM Credits: 10
Minimum of 15 weeks of full-time involvement at the school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.
Prerequisites: EDUG 410, EDUG 420, EDUG 430, EDUG 440 with a C or higher and EDUG 490.

EDUG 493 ST TEACH SEC Credits: 10
Minimum of 15 weeks of full-time involvement at the school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.
Prerequisites: EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, and EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491.

EDUG 494 ST TEACH SEMINAR ELEM Credits: 2
Student Teaching Seminar explores topics impacting the establishment and maintenance of a professional teaching career. Understand the ethical, legal, and procedural issues related to the profession, professional organizations, issues related to education in the media, and other topics to support your ongoing understanding of and involvement in the teaching profession. Reflect and collaborate to solve problems related to practice.
Prerequisites: EDUG 410, EDUG 420, EDUG 430, and EDUG 440 with a C or higher and EDUG 490.

EDUG 495 ST TEACH SEMINAR SEC Credits: 2
Student Teaching Seminar explores topics impacting the establishment and maintenance of a professional teaching career. Understand the ethical, legal, and procedural issues related to the profession, professional organizations, issues related to education in the media, and other topics to support your ongoing understanding of and involvement in the teaching profession. Reflect and collaborate to solve problems related to practice.
Prerequisites: EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491.

Education (B.A.) – Elementary Program – Freshman
Bachelor of Arts in Education Elementary Program Freshman
General Education Requirements
Code Title
Freshman Foundation (15)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Professional Education Requirements

Code	Title	Credits
Education Core (32)		
EDUG 110	TEACHING AS A PROFESS	2
EDUG 120	BECOME A RDG COACH	2
EDUG 210	INTRO TO ELL PK12	2
EDUG 220	GRWTH AND DEV PK-12	3
EDUG 230	INTRO TO EQUITY PK-12	3
EDUG 240	LIT PERSPC PK-12	3
EDUG 250	ASSESSMENT LIT PK-12	2
EDUG 260	INDIV STUDNT LRNG PK-12	3
EDUG 330	BST PRAC SM GRP INST ASMN ELEM	3
EDUG 358	HLTH AND PHYS ED	3
EDUG 420	BST PRAC WHL CLS INST ELEM	3
EDUG 430	COLL MGMT IN CLRM ELEM	3
Methods Requirements (9)		
EDUG 340	HUM METHODS ELEM	3
EDUG 350	MATH METHODS ELEM	3
EDUG 440	STEAM METHODS ELEM	3
Choice Requirements (7)		
Choose one topic: Topic A-STEAM or Topic B-Community-Based Education (CBE)		
EDUG 310	INQ AND REFLECT PRACT 1	2
EDUG 410	INQ AND REFLECT PRACT 2	2
EDUG 320	SYSTMIC POLIT ISSUES	3
Clinical Experiences (20)		

Credit

EDUG 390	SCHOOL CLIMATE ELEM	2
EDUG 392	SM GR OBSERVING ELEM	2
EDUG 490	WHOLE CLS OBS ELEM	4
EDUG 492	ST TEACH ELEM	10
EDUG 494	ST TEACH SEMINAR ELEM	2
Total Credits		68

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Education (B.A.) – Elementary Program – Transfer Student

Bachelor of Arts in Education Elementary Program Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		

Natural Science	3
Fine Arts	3
WR 30X (upper division Writing course)	3
Social Science	3
Electives (6) - At least three must be upper division credits outside major	6
Total Credits	49

Professional Education Requirements

Code	Title	Credits
Education Core (32)		
EDUG 110	TEACHING AS A PROFESS	2
EDUG 120	BECOME A RDG COACH	2
EDUG 210	INTRO TO ELL PK12	2
EDUG 220	GRWTH AND DEV PK-12	3
EDUG 230	INTRO TO EQUITY PK-12	3
EDUG 240	LIT PERSPC PK-12	3
EDUG 250	ASSESSMENT LIT PK-12	2
EDUG 260	INDIV STUDNT LRNG PK-12	3
EDUG 330	BST PRAC SM GRP INST ASMN ELEM	3
EDUG 358	HLTH AND PHYS ED	3
EDUG 420	BST PRAC WHL CLS INST ELEM	3
EDUG 430	COLL MGMT IN CLRM ELEM	3
Method Requirements (9)		
EDUG 340	HUM METHODS ELEM	3
EDUG 350	MATH METHODS ELEM	3
EDUG 440	STEAM METHODS ELEM	3
Choice Requirements (7)		
Choose one topic: Topic A-STEAM or Topic B-Community-Based Education (CBE)		
EDUG 310	INQ AND REFLECT PRACT 1	2
EDUG 410	INQ AND REFLECT PRACT 2	2
EDUG 320	SYSTMIC POLIT ISSUES	3

Clinical Experiences (20)		
EDUG 390	SCHOOL CLIMATE ELEM	2
EDUG 392	SM GR OBSERVING ELEM	2
EDUG 490	WHOLE CLS OBS ELEM	4
EDUG 492	ST TEACH ELEM	10
EDUG 494	ST TEACH SEMINAR ELEM	2
Total Credits		68

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU. Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the

General Education requirements, especially in the Math and Science areas.

Education (B.A.) – Secondary Program – Freshman

Bachelor of Arts in Education Secondary Program Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Professional Education Requirements

Code	Title	Credits
Education Core (26)		
EDUG 110	TEACHING AS A PROFESS	2
EDUG 120	BECOME A RDG COACH	2
EDUG 210	INTRO TO ELL PK12	2
EDUG 220	GRWTH AND DEV PK-12	3
EDUG 230	INTRO TO EQUITY PK-12	3
EDUG 240	LIT PERSPC PK-12	3
EDUG 250	ASSESSMENT LIT PK-12	2
EDUG 260	INDIV STUDNT LRNG PK-12	3

EDUG 421	BST PRAC WHL CLS INST SEC	3	BIO 411	ECOLOGY	3	MTH 212	CALCULUS II	4
EDUG 431	COLL MGMT IN CLRM SEC	3	BIO 426	EVOLUTION	3	MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Methods Requirements (3)			Chemistry (31)			Math Elective (300 level)		
Choose one - must match endorsement			CHM 211	INORGANIC CHEMISTRY I	4	Mathematics (Advanced) (27)		
EDUG 38 C&I MATH SCI SEC			CHM 212	INORGANIC CHEMISTRY II	4	MTH 123	COLLEGE ALGEBRA	3
EDUG 38 C&I LANG SOC ST SEC			CHM 344	ORGANIC CHEMISTRY I WITH LAB	4	MTH 124	PRE-CALCULUS	3
EDUG 38 C&I HEALTH SEC			CHM 345	ORGANIC CHEMISTRY II WITH LAB	4	MTH 211	CALCULUS I	4
Choice Requirements (7)			CHM 442	PHYSICAL CHEMISTRY I	3	MTH 212	CALCULUS II	4
Choose one topic: Topic A-STEAM or Topic B-Community-Based Education (CBE)			BIO 211	GENERAL BIOLOGY I WITH LAB	4	MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
EDUG 310	INQ AND REFLECT PRACT 1	2	CHM 414	BIOCHEMISTRY I WITH LAB	4	MTH 341	LINEAR ALGEBRA	2
EDUG 410	INQ AND REFLECT PRACT 2	2	CHM 415	BIOCHEMISTRY II WITH LAB	4	MTH 361	ABSTRACT ALGEBRA	2
EDUG 320	SYSTMIC POLIT ISSUES	3	Health Education (32)			MTH 371	NUMBER THEORY	2
Clinical Experiences (20)			BIO 264	INTRO TO HUMAN ANATOMY	4	MTH 401	ANALYSIS	2
EDUG 391	SCHOOL CLIMATE SEC	2	BIO 265	INTRO TO HUMAN PHYSIOLOGY	4	MTH 411	ADVANCED GEOMETRY	2
EDUG 393	SM GR OBSERVING SEC	2	ESS 220	STRESS MANAGEMENT	3	Social Studies (30)		
EDUG 491	WHOLE CLS OBS SEC	4	ESS 280	DISEASES	2	ECN 203	FUNDAMENTALS OF ECONOMICS	4
EDUG 493	ST TEACH SEC	10	ESS 432	MEASURE/EVAL IN ESS	3	HST 203	EUROPE SINCE 1789	3
EDUG 495	ST TEACH SEMINAR SEC	2	ESS 464	NUTRITION FOR EXER & HUM PERF	3	HST 215	AMERICAN CIV I	3
Endorsement Area (19-32)			ESS 484	EXERCISE PHYSIOLOGY	4	HST 216	AMERICAN CIV II	3
Select one of the following endorsements listed below			PSY 312	HUMAN SEXUALITY	3	PSC 201	INTRO TO AMERICAN GOVT	3
Total Credits			SCI 112	ENVIRONMENTAL SCIENCE WITH LAB	3	GEO 110	INTRO TO CULTURAL GEOG	2
			SCW 361	CHEM DEP & ADDICT BEHAV	3	SOC 230	DIVERSITY STUDIES	3

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Secondary Program Endorsement Areas

Code	Title	Credits	Code	Title	Credits	Code	Title	Credits
Biology (31)			Language Arts (30)			English to Speakers of Other Languages (ESOL) (15) (SPECIALIZED ENDORSEMENT - See Program Director)¹		
GLG 101	INTRO TO GEOLOGY	3	ENG 231	AMERICAN LITERATURE I	3	EDEL 431	STRAT & MAT FOR TEACHING ELL	3
	or SCI 11 ENVIRONMENTAL SCIENCE WITH LAB		ENG 232	AMERICAN LITERATURE II	3	EDEL 432	LINGUISTICS	3
CHM 211	INORGANIC CHEMISTRY I	4	ENG 312	INTRO TO POETRY	3	EDEL 433	LANGUAGE/CULTURE CLASSROOM	3
BIO 211	GENERAL BIOLOGY I WITH LAB	4	WR 352	CREATIVE WRITING	3	EDEL 434	LANGUAGE ACQUISITION	2
BIO 212	GENERAL BIOLOGY II WITH LAB	4	ENG 439	LINGUISTICS	3	EDEL 435	ASSESSING ENGLISH LEARNERS	2
BIO 284	MICROBIOLOGY WITH LAB	3	Select two British Lit courses:			EDEL 437	ESOL PRACTICUM	2
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3	ENG 222	BRITISH LITERATURE I				
BIO 315	GENETICS WITH LAB	4	ENG 223	BRITISH LITERATURE II				
			ENG 321	SHAKESPEARE				
			Select one World Lit course:					
			ENG 315	THE WORLD NOVEL				
			ENG 363	THE EUROPEAN NOVEL				
			ENG 462	THE HERO				
			ENG 350	CARIBBEAN & LATIN AM LIT				
			Select one Genre Lit course:					
			ENG 310	WORLD DRAMA				
			ENG 315	THE WORLD NOVEL				
			ENG 348	FILM & LITERATURE				
			Select three credits of Thematic Lit courses:					
			ENG 337	THE SIXTIES IN ITS OWN WRITE				
			ENG 462	THE HERO				
			ENG 480	RELIGION AND LITERATURE				
			Mathematics (Foundational) (19)					
			MTH 123	COLLEGE ALGEBRA	3			
			MTH 124	PRE-CALCULUS	3			
			MTH 211	CALCULUS I	4			

¹ ESOL does not replace a subject area endorsement.

Education (B.A.) – Secondary Program – Transfer Student

Bachelor of Arts in Education Secondary Program Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Professional Education Requirements

Code	Title	Credits
Education Core (26)		
EDUG 110	TEACHING AS A PROFESS	2
EDUG 120	BECOME A RDG COACH	2
EDUG 210	INTRO TO ELL PK12	2
EDUG 220	GRWTH AND DEV PK-12	3
EDUG 230	INTRO TO EQUITY PK-12	3
EDUG 240	LIT PERSPC PK-12	3
EDUG 250	ASSESSMENT LIT PK-12	2
EDUG 260	INDIV STUDNT LRNG PK-12	3

EDUG 421	BST PRAC WHL CLS INST SEC	3
EDUG 431	COLL MGMT IN CLRM SEC	3
Methods Requirement (3)		
Choose one - must match endorsement		3
EDUG 38 C&I MATH SCI SEC		
EDUG 38 C&I LANG SOC ST SEC		
EDUG 38 C&I HEALTH SEC		
Choice Requirements (7)		
Choose one topic: Topic A-STEAM or Topic B-Community-Based Education (CBE)		
EDUG 310	INQ AND REFLECT PRACT 1	2
EDUG 410	INQ AND REFLECT PRACT 2	2
EDUG 320	SYSTMIC POLIT ISSUES	3
Clinical Experiences (20)		
EDUG 391	SCHOOL CLIMATE SEC	2
EDUG 393	SM GR OBSERVING SEC	2
EDUG 491	WHOLE CLS OBS SEC	4
EDUG 493	ST TEACH SEC	10
EDUG 495	ST TEACH SEMINAR SEC	2
Endorsement Area (19-32)		
Select one of the following endorsements listed below		19-32
Total Credits		75-85

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Secondary Program Endorsement Areas

Code	Title	Credits
Biology (31)		
GLG 101	INTRO TO GEOLOGY	3
or SCI 11 ENVIRONMENTAL SCIENCE WITH LAB		
CHM 211	INORGANIC CHEMISTRY I	4
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 284	MICROBIOLOGY WITH LAB	3
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
BIO 315	GENETICS WITH LAB	4

BIO 411	ECOLOGY	3
BIO 426	EVOLUTION	3
Chemistry (31)		
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
CHM 345	ORGANIC CHEMISTRY II WITH LAB	4
CHM 442	PHYSICAL CHEMISTRY I	3
BIO 211	GENERAL BIOLOGY I WITH LAB	4
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
Health Education (32)		
BIO 264	INTRO TO HUMAN ANATOMY	4
BIO 265	INTRO TO HUMAN PHYSIOLOGY	4
ESS 220	STRESS MANAGEMENT	3
ESS 280	DISEASES	2
ESS 432	MEASURE/EVAL IN ESS	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 484	EXERCISE PHYSIOLOGY	4
PSY 312	HUMAN SEXUALITY	3
SCI 112	ENVIRONMENTAL SCIENCE WITH LAB	3
SCW 361	CHEM DEP & ADDICT BEHAV	3
Language Arts (30)		
ENG 231	AMERICAN LITERATURE I	3
ENG 232	AMERICAN LITERATURE II	3
ENG 312	INTRO TO POETRY	3
WR 352	CREATIVE WRITING	3
ENG 439	LINGUISTICS	3
Select two British Lit courses:		6
ENG 222 BRITISH LITERATURE I		
ENG 223 BRITISH LITERATURE II		
ENG 321 SHAKESPEARE		
Select one World Lit course:		3
ENG 315 THE WORLD NOVEL		
ENG 363 THE EUROPEAN NOVEL		
ENG 462 THE HERO		
ENG 350 CARIBBEAN & LATIN AM LIT		
Select one Genre Lit course:		3
ENG 310 WORLD DRAMA		
ENG 315 THE WORLD NOVEL		
ENG 348 FILM & LITERATURE		
Select three credits of Thematic Lit courses:		3
ENG 337 THE SIXTIES IN ITS OWN WRITE		
ENG 462 THE HERO		
ENG 480 RELIGION AND LITERATURE		
Mathematics (Foundational) (19)		
MTH 123	COLLEGE ALGEBRA	3
MTH 124	PRE-CALCULUS	3
MTH 211	CALCULUS I	4

MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Math Elective (300 level)		2
Mathematics (Advanced) (27)		
MTH 123	COLLEGE ALGEBRA	3
MTH 124	PRE-CALCULUS	3
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
MTH 341	LINEAR ALGEBRA	2
MTH 361	ABSTRACT ALGEBRA	2
MTH 371	NUMBER THEORY	2
MTH 401	ANALYSIS	2
MTH 411	ADVANCED GEOMETRY	2
Social Studies (30)		
ECN 203	FUNDAMENTALS OF ECONOMICS	4
HST 203	EUROPE SINCE 1789	3
HST 215	AMERICAN CIV I	3
HST 216	AMERICAN CIV II	3
PSC 201	INTRO TO AMERICAN GOVT	3
GEO 110	INTRO TO CULTURAL GEOG	2
SOC 230	DIVERSITY STUDIES	3
Select one course from US History:		3
HST 331	MEDIA & CULT IN AMERICA	
HST 332	RACE & ETHNIC IN AM CUL	
HST 336	UNITED STATES SINCE 1945	
HST 337	THE SIXTIES IN ITS OWN WRITE	
Select one course from Contemporary Issues:		3
HST 331	MEDIA & CULT IN AMERICA	
HST 332	RACE & ETHNIC IN AM CUL	
PSC 365	INTRO TO INTL RELATIONS	
Select one course from World History:		3
HST 335	HISTORY & CULTURE OF INDIA	
HST 355	HISTORY OF THE MIDDLE EAST	
HST 364	MODERN ASIA	
English to Speakers of Other Languages (ESOL) (15) (SPECIALIZED ENDORSEMENT - See Program Director) ¹		
EDEL 431	STRAT & MAT FOR TEACHING ELL	3
EDEL 432	LINGUISTICS	3
EDEL 433	LANGUAGE/CULTURE CLASSROOM	3
EDEL 434	LANGUAGE ACQUISITION	2
EDEL 435	ASSESSING ENGLISH LEARNERS	2
EDEL 437	ESOL PRACTICUM	2

¹ ESOL does not replace a subject area endorsement.

Education (B.A.) – Secondary Program-PE Endorsement – Freshman

Bachelor of Arts in Education Secondary Program with Physical Education Endorsement Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Professional Education Requirements (57 credits)

Code	Title	Credits
Education Core (27)		
EDUG 110	TEACHING AS A PROFESS	2
EDUG 120	BECOME A RDG COACH	2

EDUG 210	INTRO TO ELL PK12	2
EDUG 220	GRWTH AND DEV PK-12	3
EDUG 230	INTRO TO EQUITY PK-12	3
EDUG 240	LIT PERSPC PK-12	3
EDUG 250	ASSESSMENT LIT PK-12	2
EDUG 421	BST PRAC WHL CLS INST SEC	3
EDUG 431	COLL MGMT IN CLRM SEC	3
ESS 384	FOUNDATIONS OF MOVEMENT	4
Methods Requirement (3)		
EDUG 387	C&I PE SEC	3
Choice Requirements (7)		
Choose one topic: Topic A-STEAM or Topic B-Community-Based Education (CBE)		
EDUG 310	INQ AND REFLECT PRACT 1	2
EDUG 410	INQ AND REFLECT PRACT 2	2
EDUG 320	SYSTEMIC POLIT ISSUES	3
Clinical Experiences (20)		20
EDUG 391	SCHOOL CLIMATE SEC	2
EDUG 393	SM GR OBSERVING SEC	2
EDUG 495	ST TEACH SEMINAR SEC	2
EDUG 491	WHOLE CLS OBS SEC	
& EDUG 492 ST TEACH ELEM (14 combined credits)		
or		
EDUG 490	WHOLE CLS OBS ELEM	
& EDUG 493 ST TEACH SEC (14 combined credits)		
Total Credits		57

Physical Education (PE) Endorsement Requirements (25 credits)

Code	Title	Credits
BIO 264	INTRO TO HUMAN ANATOMY	4
BIO 265	INTRO TO HUMAN PHYSIOLOGY	4
ESS 340	PREV/CARE ATHLETIC INJ	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
Total Credits		25

Note: The dual endorsement option is not available for candidates pursuing an endorsement in Physical Education.

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Education (B.A.) – Secondary Program-PE Endorsement – Transfer Student

Bachelor of Arts in Education Secondary Program with Physical Education Endorsement Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Professional Education Requirements (57 credits)

Code	Title	Credits
Education Core (27)		
EDUG 110	TEACHING AS A PROFESS	2
EDUG 120	BECOME A RDG COACH	2
EDUG 210	INTRO TO ELL PK12	2
EDUG 220	GRWTH AND DEV PK-12	3
EDUG 230	INTRO TO EQUITY PK-12	3
EDUG 240	LIT PERSPC PK-12	3
EDUG 250	ASSESSMENT LIT PK-12	2
EDUG 421	BST PRAC WHL CLS INST SEC	3
EDUG 431	COLL MGMT IN CLRM SEC	3
ESS 384	FOUNDATIONS OF MOVEMENT	4
Methods Requirement (3)		
EDUG 387	C&I PE SEC	3
Choice Requirements (7)		
Choose one topic: Topic A-STEAM or Topic B-Community-Based Education (CBE)		
EDUG 310	INQ AND REFLECT PRACT 1	2
EDUG 410	INQ AND REFLECT PRACT 2	2
EDUG 320	SYSTEMIC POLIT ISSUES	3
Clinical Experiences (20)		20
EDUG 391	SCHOOL CLIMATE SEC	2
EDUG 393	SM GR OBSERVING SEC	2
EDUG 495	ST TEACH SEMINAR SEC	2
EDUG 491 WHOLE CLS OBS SEC & EDUG 492 ST TEACH ELEM (14 combined credits)		14
or		
EDUG 490 WHOLE CLS OBS ELEM & EDUG 493 ST TEACH SEC (14 combined credits)		14
Total Credits		57

Physical Education (PE) Endorsement Requirements (25 credits)

Code	Title	Credits
BIO 264	INTRO TO HUMAN ANATOMY	4
BIO 265	INTRO TO HUMAN PHYSIOLOGY	4
ESS 340	PREV/CARE ATHLETIC INJ	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
Total Credits		25

Note: The dual endorsement option is not available for candidates pursuing an endorsement in Physical Education.

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Professional Church Work

For over one hundred years, Concordia University has trained men and women for teaching careers in over 1,300 elementary and high schools sponsored by The Lutheran Church—Missouri Synod (LCMS). Students who elect to enter the Professional Church Work Program (PCW) complete additional training and, upon graduation, are eligible for the teaching ministry as a Commissioned Minister of Religion. They are assigned their first call by the LCMS Council of Presidents acting as the Board of Assignments.

Professional Church Work Requirements

Students interested in certification as a Minister of Religion - Commissioned in the Lutheran Church—Missouri Synod must:

- Notify the Lutheran Teacher Certificate Coordinator of intent to teach in a Lutheran school.
- Be a member in good standing of a Lutheran Church—Missouri Synod Congregation for a minimum of two years.
- Successfully complete all of the course work and experiential requirements for a Bachelor of Arts in Education (B.A. Ed.) (p. 51).
- Qualify to be licensed as a teacher by the State of Oregon as outlined in the B.A. Ed. teacher preparation program.
- Complete the application for Synodical Placement and submit it to the Lutheran Teacher Certificate Coordinator.
- Schedule an interview with the Lutheran Teacher Certificate Coordinator.
- Successfully complete the following additional courses:

Code	Title	Credits
Professional Church Work Requirements		
CED 395	TEACHING THE FAITH	3
EDU 452L	PRACTICUM: LUTHERAN ELEM (Complete appropriate Practicum in conjunction with the teacher preparation program.)	4
or EDU 492L	PRACTICUM: LUTHERAN SECONDARY	
REL 331	THE CHRISTIAN FAITH	3
General Education Requirements		
REL 211	HIST & LIT OF OT ¹	3
REL 221	HIST & LIT OF NT ¹	3
Total Credits		16

¹ Both REL 211 HIST & LIT OF OT and REL 221 HIST & LIT OF NT must be taken to complete this certification.

Teacher Colloquy Program

The teacher colloquy program is a course of theological study for persons currently serving as teachers in Lutheran Schools who are not on the roster of the Lutheran Church—Missouri Synod but wish to be. It is a joint program of the Concordia University System schools under the auspices of the Synod's Board for University Education. The program is managed by and delivered through Concordia University Education Network (CUEnet).

For more information or to apply for the Teacher Colloquy program, contact:

CUEnet

61990 Janalee Place
Bend, OR 97702
Phone: 541-322-7282 or 800-238-3037
Fax: 541-322-7286
info@cuenet.edu
http://www.cuenet.edu (http://www.cuenet.edu)

Christian Education (DCE)

No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

The Christian Education major is designed for students desiring to serve as a Director of Christian Education (DCE) in the educational ministries of the Church (children's, youth, adult, family, and/or outreach ministries). Students prepare to lead in society and serve as lifespan Christian educators equipping others to passionately and courageously live their faith in word and action. DCEs work in congregations and other ministry organizations, nurturing the faith of members and equipping them for ministry. The typical job description of a DCE could include youth and education ministry, child and family ministry, outreach ministry, ministry development, or other related ministry areas. Classes and experiences are designed to equip the student in six functional roles essential for anyone moving into an entry-level position as a Director of Christian Education: Christian educator, family life minister, leader, ministry consultant, mission/outreach leader, and administrator. A student who desires to pursue the Christian Education major must apply through the Lutheran Teacher Certificate Coordinator before the end of their sophomore year, or, if a transfer student, before the end of the first semester at Concordia. An overall GPA of 2.50 and a GPA of 2.75 in the Professional Education requirements is required for admission to the program and is necessary for graduation.

Director of Christian Education Certificate

"A Director of Christian Education is a Synodically certified, called, and commissioned, life-span educational leader prepared for team ministry in a congregational setting." (1999, Synodical Convention). To be certified as a DCE in the Lutheran Church—Missouri Synod, a year-long internship in a congregation is required upon completion of your B.A. in Christian Education. A student applies for the DCE internship two semesters prior to when they hope to begin the internship. Applications are available from the Lutheran Teacher Certificate Coordinator.

Christian Education Major Requirements

Students desiring only the B.A. in Christian Education are not required to take the yearlong CED 490 DCE INTERNSHIP in a congregation.

Program Goals and Objectives

Program Goals

The DCE:

1. The DCE will provide quality Christian education across the life-span within the congregations of the Lutheran Church—Missouri Synod.
2. The DCE will be able to assess needs, provide direction, plan and evaluate ministry within the congregation and the community they serve.
3. The DCE will be a capable administrator with skills in dealing with people, managing resources, and equipping others.
4. The DCE will practice caring and compassionate ministry assisting in meeting the spiritual, emotional, and physical needs of people, both in the congregation and the area the congregation serves.

Program objectives

Upon program completion, DCE candidates will demonstrate:

1. A strong Christian character in accord with scripture and the LCMS DCE Code of Ethics
2. A mature Christian faith grounded in the Scriptures and the Lutheran Confessions
3. An ability to relate well to people of all ages
4. An ability to function well within a team
5. A balance between personal and professional life
6. Skills in teaching techniques and their application across the life-span and to a diverse population
7. A deep knowledge of scripture with a passion for teaching the Word
8. Skills in equipping, encouraging, and leading people as well as resolving conflict
9. Strong oral and written communication skills
10. A skill to plan and develop educational opportunities to meet the needs of congregational members and individuals in the community
11. A Servant heart, compassionate and equipped to do ministry

12. A passion to fulfill Christ mission to the world to make disciple of all people

DCE Certification and Teacher Licensure

Students may choose to pursue both certification as a DCE and licensure as a teacher. Through the Master of Arts in Teaching (MAT) program, a B.A. graduate can work towards licensure as a teacher. After receiving the B.A., one would need to complete both of the following:

- A year-long congregational internship
- The 11-month Master of Arts in Teaching (June-May)

While it does not matter which is completed first, they cannot be completed simultaneously. Students who choose this route will complete five years of course work and a year-long internship. They will receive a B.A. in Christian Education, the Master of Arts in Teaching, and certification as a Director of Christian Education. Graduates are eligible to apply for teacher licensing through Oregon Teacher Standards and Practices Commission (TSPC). With minor adjustments, it is possible for graduates holding an Oregon license to teach in other states. For more information on the MAT program and its processes, contact the MAT program director.

Those not interested in pursuing a master's degree may complete the professional education requirements of the undergraduate teacher education program after which Oregon teacher licensure may be obtained. Contact the College of Education to consider the best option.

- Christian Education (p. 68)

- Christian Education (p. 69)

CED 1 TECHNOLOGY FEE Credits: 0

CED 220 INTRO TO CHRISTIAN MINISTRY I Credit: 1

This team-taught course is for all DCE and pastoral studies students during their first two years on campus. Students are introduced to principles and topics common to a variety of full time congregation and mission-based ministries, as well as to the undergraduate experience that will move the students toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

CED 275 MISSIONAL OUTREACH, ASSIMILATION, VISIT Credits: 3

Students will identify how they, as Christians, can participate and train others for outreach to seekers and the dechurched. The diverse components of a congregation's evangelism ministry will be explored while considering various methods and resources for that ministry. Primary emphasis will be on helping students understand the importance of the role of every Christian in evangelism, so that they can move into congregations to motivate and educate members, developing and implementing an effective and intentional ministry of evangelism. Evangelism is the content, education is the process.

Prerequisites: REL 211 or REL 221 with a C or higher.

CED 288 ISSUES IN CHRISTIAN EDUCATION Credits: 2

Timely and relevant topics for those serving in parish and social service ministries, or for those desiring to further their knowledge of current issues in Christian education.

CED 290 PRACTICUM/MISSION EXPER Credits: 1-3

The student can earn one to three credits for work in a mission environment (i.e. CU trip to China to teach English, VBS teaching overseas, commitment to an inner-city agency). Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the mission experience in which the practicum is outlined and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

CED 291 PARISH PRACTICUM Credits: 1-4

The student can earn one to three credits for work in a congregation or para-church organization. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the parish experience, in which the practicum is outlined, and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

CED 292 CAMP LEADERSHIP PRACTICUM Credits: 1-3

The student can earn one to three credits for work in a camp. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the camp experience, in which the practicum is outlined and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

CED 310 CHILDREN'S MINISTRY Credits: 3

Students will be introduced to theories related to children that will assist in developing an integrated ministry in a congregational setting. The course's five major sections include: development of the child, learning theories, the content of the child's learning in the church, and planning, administering, implementing and evaluating a comprehensive ministry to children, and resources, activities, and environments for children's ministries. Each student will be assigned to an area congregation for weekly participation and leadership in children's ministry activities.

CED 311 HIST AND PRAC OF DCE I Credits: 2

This course assists the future Director of Christian Education in developing a conceptual framework from which the student can operate in a congregation, while also moving the student to more greatly identify themselves as a lifespan Christian educator, focused on equipping disciples to live their faith in word and action. In order to help the DCE think like a DCE, the class allows for in-congregation experiences.

CED 312 HIST AND PRAC OF DCE II Credits: 2

The course considers the historical roots of the profession, the issues with which field DCE's contend, the identities of current professional church workers, and the hoped-for outcomes for the DCE's work. Class assignments utilize readings, reflection papers, and personal exploration and evaluation. In addition, students are assigned to an area congregation with a DCE for weekly field work of a least five hours.

CED 315 YOUTH MINISTRY Credits: 3

This course is intended primarily for those interested in developing or participating in congregational ministry to youth: particularly future Directors of Christian Education. Current theories and models of youth ministry are explored so students can create their own vision for congregational youth ministry. Each student will be assigned to an area congregation for weekly participation and leadership in youth ministry activities.

CED 320 INTRO TO CHRISTIAN MINISTRY II Credit: 1

This team-taught course is for all DCE and pastoral studies students during their first two years on campus. Students are introduced to principles and topics common to a variety of full time congregation and mission-based ministries, as well as to the undergraduate experience that will move the students toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

CED 344 FIELD EXP, RELIGIOUS EDU Credits: 1-2

The goal of this course is to provide students with a field experience in a church school classroom to better appreciate the role of the teacher. Students will practice those competencies and skills required of teachers, developing the role of Christian educator. The student will spend 45 contact hours in the classroom and will teach a minimum of three religion lessons. Students must complete an application for this course in the College of Education placement office the semester before they are assigned.

Prerequisites: State Fingerprinting required; EDU 232 and EDU 260 and CED 395 with a C or higher; requires completion of an on-line application for placement.

CED 383 ADULT MINISTRY Credits: 3

Students will be introduced to theories related to adults that will assist in developing an integrated ministry in a congregational setting. The course's six major sections include: adult development, adult learning theory, the content of adult learning in the church, volunteer recruitment and management, and planning, administering, implementing and evaluating a comprehensive ministry to adults, and resources, activities and environments for adult ministries. Each student will be assigned to an area congregation for weekly participation and leadership in adult ministry activities.

CED 395 TEACHING THE FAITH Credits: 3

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes field-work observation, participation, lesson planning and demonstration teaching.

Prerequisites: EDU 232 and EDU 260 with a C or higher.

CED 435 CONFIRMATION CURRIC & INSTR Credits: 3

The purpose, history, and current practices of Confirmation in the Lutheran Church are reviewed and assessed for the purpose of implementing strategies to be used in both Junior and Adult Confirmation programs.

CED 483 LEADERSHIP DEVELOPMENT Credits: 2

This course considers the best in current theories, models, styles and strategies of secular leadership. The connection and the differences between secular and church leadership will be discussed. Students will then consider ministry issues and their own growth goals as they prepare for leadership roles in the church. A key component of the class includes equipping others to serve as leaders, particularly in a voluntary (church) organization.

CED 485 FAMILY MINISTRIES Credits: 3

An introductory course intended to acquaint students with the fundamental skills, theories, and understandings necessary to begin and sustain a ministry to and with families in a congregational setting. Family Ministries seeks to develop a holistic, intergenerational, lifespan understanding of ministry through the parish. This course builds upon and unifies theories developed in Children's Ministries, Youth Ministries and Adult Ministries. Each student will be assigned to an area congregation for weekly participation and leadership in family ministry activities.

CED 490 DCE INTERNSHIP Credits: 8

An academic year spent in parish education activities in a Lutheran congregation, combining observation, teaching, training in administration, management, and other parish services. The student will work for a monthly stipend under the supervision of a congregational supervisor and a consulting Director of Christian Education. Knowledge and skills are to be acquired in all educational agencies and services provided by the parish. Adjustment to this requirement may be made in exceptional cases by the director of the DCE program. Required in order to receive certification as a DCE.

Prerequisites: Permission of Director of DCE program.

Christian Education – Freshman

Bachelor of Arts – Christian Education Freshman

No new students are being admitted to this program at this time.

For more information, contact the College of Education office.

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	-(upper division Writing course)	3
Electives (6) - at least three must be upper division credits outside major		6
Total Credits		50

Major Requirements

Code	Title	Credits
Christian Education		
CED 220	INTRO TO CHRISTIAN MINISTRY I	1
CED 275	MISSIONAL OUTRCH, ASSIM, VISIT	3
CED 310	CHILDREN'S MINISTRY	3

CED 311	HIST AND PRAC OF DCE I	2
CED 312	HIST AND PRAC OF DCE II	2
CED 315	YOUTH MINISTRY	3
CED 320	INTRO TO CHRISTIAN MINISTRY II	1
CED 383	ADULT MINISTRY	3
CED 395	TEACHING THE FAITH	3
CED 435	CONFIRMATION CURRIC & INSTR	3
CED 483	LEADERSHIP DEVELOPMENT	2
CED 485	FAMILY MINISTRIES	3
EDU 232	EDUCATIONAL PSYCHOLOGY	2
PSY 321	HUMAN DEVELOPMENT	3
PSY 345	CHILD & ADOLESCENT DEVELOPMENT	3
PSY 351	ADULT DEVELOPMENT	3
PSY 410	HELPING SKILLS	3
REL 315	OLD TESTAMENT WRITINGS	2
REL 325	NEW TESTAMENT WRITINGS	2
REL 352	CH HST I: EARLY CHURCH TO REF	3
or REL 353 CH HST II: REFORM TO TODAY		
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3
Select two of the following Christian Education seminars (CED 288):		4
Ministry to Differently Gifted		
Care Ministry		
Death & Dying		
Visual and Creative Arts Ministry		
Conflict Resolution		
Outdoor Christian Education		
Total Credits		57

Optional: Post-BA DCE Internship

Code	Title	Credits
CED 490	DCE INTERNSHIP	8

Students desiring certification as a Director of Christian Education in the LCMS enroll in an 8 credit, full-time internship after completion of the B.A. in Christian Education. See Lutheran Teacher Certificate Coordinator for more information.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Christian Education – Transfer

Bachelor of Arts – Christian Education Transfer Student

No new students are being admitted to this program at this time.

For more information, contact the College of Education office.

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Christian Education		
CED 220	INTRO TO CHRISTIAN MINISTRY I	1
CED 275	MISSIONAL OUTREACH, ASSIM, VISIT	3
CED 310	CHILDREN'S MINISTRY	3

CED 311	HIST AND PRAC OF DCE I	2
CED 312	HIST AND PRAC OF DCE II	2
CED 315	YOUTH MINISTRY	3
CED 320	INTRO TO CHRISTIAN MINISTRY II	1
CED 383	ADULT MINISTRY	3
CED 395	TEACHING THE FAITH	3
CED 435	CONFIRMATION CURRIC & INSTR	3
CED 483	LEADERSHIP DEVELOPMENT	2
CED 485	FAMILY MINISTRIES	3
EDU 232	EDUCATIONAL PSYCHOLOGY	2
PSY 321	HUMAN DEVELOPMENT	3
PSY 345	CHILD & ADOLESCENT DEVELOPMENT	3
PSY 351	ADULT DEVELOPMENT	3
PSY 410	HELPING SKILLS	3
REL 315	OLD TESTAMENT WRITINGS	2
REL 325	NEW TESTAMENT WRITINGS	2
REL 352	CH HST I: EARLY CHURCH TO REF	3
or REL 353 CH HST II: REFORM TO TODAY		
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3
Select two of the following Christian Education seminars (CED 288):		4
Ministry to Differently Gifted		
Care Ministry		
Death & Dying		
Visual and Creative Arts Ministry		
Conflict Resolution		
Outdoor Christian Education		
Total Credits		57

Optional: Post-BA DCE Internship

Code	Title	Credits
CED 490	DCE INTERNSHIP	8

Students desiring certification as a Director of Christian Education in the LCMS enroll in an 8 credit, full-time internship after completion of the B.A. in Christian Education. See Lutheran Teacher Certificate Coordinator for more information.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Post-Bachelor's DCE Certificate

No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

The post-bachelor's DCE certificate is designed for those who already have a bachelor's degree in any field, and who desire to make the career change into DCE ministry. Each applicant to the program has the opportunity to demonstrate competency in the DCE functions and skills through a portfolio and interview. A review of the portfolio, transcripts, and a personal interview result in a recommendation as to which of the following courses a student will be required to take in order to receive DCE certification. A maximum of 46 hours plus the 8 hour internship will be required.

DCE Certificate only (post-B.A.)

Code	Title	Credits
CED 275	MISSIONAL OUTRCH, ASSIM, VISIT	3
CED 310	CHILDREN'S MINISTRY	3
CED 311	HIST AND PRAC OF DCE I	2
CED 312	HIST AND PRAC OF DCE II	2
CED 315	YOUTH MINISTRY	3
CED 383	ADULT MINISTRY	3
CED 395	TEACHING THE FAITH	3
CED 483	LEADERSHIP DEVELOPMENT	2
CED 485	FAMILY MINISTRIES	3
EDU 232	EDUCATIONAL PSYCHOLOGY	2
PSY 321	HUMAN DEVELOPMENT	3
PSY 345	CHILD & ADOLESCENT DEVELOPMENT	3
PSY 410	HELPING SKILLS	3
REL 211	HIST & LIT OF OT	3
REL 221	HIST & LIT OF NT	3
REL 371	WORLD RELIGIONS	2
REL 431	LUTHERAN CONFSSIONAL THEOLOGY	3
After completion of the course work:		
CED 490	DCE INTERNSHIP	8
Total Credits		54

At least 51% of the credits for this certification must be taken at or waived by Concordia University-Portland.

Fingerprint must be completed prior to registration for CED 344 FIELD EXP, RELIGIOUS EDU

Career and Technical Education

No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

The online Bachelor of Science Degree in Career and Technical Education (CTE) is designed for people with excellent technical skills and previous work experience who are new CTE teachers or who want to pursue a teaching career at a high school or community college.

Typical candidates are from the military and business and industry.

Upon program completion, Bachelor of Science Degree in CTE candidates will demonstrate:

- The ability to effectively promote CTE programs and establish partnerships with businesses and the community
- An understanding and application of key teaching practices in researched-based frameworks for teaching.
- Skills in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement
- Consider students' developmental levels, and exhibit sensitivity to individual student difference and cultural backgrounds
- Effective instructional strategies that engage students in learning and help them be successful in completing graduation and pursuing post-secondary education
- Values, ethics, beliefs and attitudes that achieve the education goals of the state, district, and local school communities
- The ability to integrate math and literacy into the CTE curriculum
- Leadership skills in developing and managing high quality student leadership organizations
- Skills in developing various assessment methods, including proficiency-based

assessment, to assess students with different learning styles and abilities

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CTE 340 C & I: CTE Credits: 3

This course will provide opportunities for students to examine how CTE curriculum is organized into career pathways and Programs of Study. Students will participate in learning activities designed to develop CTE effective instructional strategies and create engaging CTE curriculum targeted towards meeting technical skills standards, common core standards in English and math, and career related learning standards.

CTE 369 LITERACY IN CTE Credits: 3

Literacy in Career and Technical Education teaches CTE teachers how to expose students to rigorous and relevant information-rich content that motivates them to develop their literacy skills, integrate content-area reading and writing strategies to aid student learning, and provide numerous enrichment activities to help students apply higher-level literacy skills to their interests and future goals. Using the Oregon Common Core State Standards for English Language Arts and Literacy, the CTE teacher learns how to create literacy-enhanced lessons and apply and refine them in practical application experiences. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state literacy standards. This course is designed to teach the CTE teacher how to analyze each lesson and make revisions to integrate literacy into the CTE instructional program.

CTE 493 CTE CAPSTONE Credits: 3

CTE Capstone is an integrative learning experience in which students bring together the knowledge and skills they have acquired in the Bachelor of Science in CTE degree program at Concordia University. The capstone experience is student-directed, meaning students take the responsibility for selecting a culminating project which demonstrates how they can apply what they have learned in the classroom to the real world.

Prerequisites: CTE 482 with a C or higher.

Early Childhood Education Introduction

Concordia's Bachelor of Science in Early Childhood Education (ECE) is especially designed for individuals working with young children from birth to five years of age. This non-licensure program is ideal for community college students who have taken foundational courses in ECE. Credits that have already been earned may fulfill credits needed for a bachelor's degree.

This undergraduate degree in early childhood education addresses the development of the whole child – from physical and emotional, to social and cognitive. We believe that every child is unique and capable, and that childhood should be a time of wonder and promise.

As such, this program places emphasis on creating learning environments where natural curiosity is fostered and where all children thrive. Concordia University ECE students will develop the skills to create meaningful and engaging curriculum that promotes child-centered learning and development.

Program Goals

In accordance with the Early Childhood Professional Preparation standards outlined by the National Association for the Education of Young Children (NAEYC), successful candidates who complete the BS in Early Childhood education will:

1. Demonstrate an understanding of the multiple facets of child development as they create learning environments where all children thrive.
2. Establish reciprocal family and community relationships, respecting diversity as they partner with families and communities in various aspects of children's learning and development.
3. Use their understanding of assessment in a responsible manner as they collaborate with families and professionals to positively influence children's development and learning.
4. Implement various developmentally effective approaches and tools to enhance learning and development through positive relationships with young children and families.
5. Utilize their knowledge of content to create meaningful learning experiences that promotes comprehensive learning and developmental outcomes for all children.
6. Conduct themselves as ethical professionals and life-long learners who demonstrate reflective perspectives, make informed decisions, and advocate for sound educational practices.

Program Options

Southwest Washington Transfers

Students from Clark College, Lower Columbia College, and Centralia College can seamlessly apply credits from these schools towards a bachelor's degree in early childhood education from Concordia University - Portland. This degree completion, non-licensure program

consists of twelve courses offered over four semesters, with an internship serving as the fifth and final semester.

Online Degree Completion Program

Concordia University proudly offers the Bachelor of Science in Early Childhood Education as an online degree completion program. Applicants who have earned a transferable, academic AA degree or a minimum of 60 semester credits (90 quarter) transferable credit hours, and completed ECE prerequisites, will enter the cohort and take upper division ECE classes. Courses are evaluated on a course-by-course basis. Completion of an AA degree does not guarantee all general education requirements will be fulfilled.

Cathryn Colley Lambeth, D.Ed., Associate Professor, clambeth@cu-portland.edu

- Early Childhood Education (p. 73)

ECE 200E BECOMING A PRE-K READING COACH Credits: 2

ECE 210 INTRODUCTION TO ECE Credits: 3

This course introduces students to the field of early childhood education from past to present. It provides students with an overview of the foundations of early childhood education and the influences that impact young children and their families. Students will gain knowledge of the various types of programs that serve children from birth through age eight and consider their role as an early childhood professional.

ECE 220 DEVELOPMENT OF YOUNG CHILD Credits: 3

This course studies human development from conception through age eight. Students will increase their understanding of developmental principles and theories as they explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

ECE 225 CHILD SAFETY & PROTECTION Credits: 3

This course focuses on protecting our children from harm and maltreatment. As students become familiar with mandatory reporting laws, learn to identify abuse and neglect, and examine the effects of trauma and maltreatment, they will consider strategies for creating a safe haven for children within their classroom.

ECE 230 LRNING ENVIRONS FOR YNG CHILD Credits: 3

The learning environment can play a powerful role in the young child's development. In this course students will develop an understanding of the qualities necessary to create inviting and intriguing environments for children as they consider time, materials, space, and interactions.

ECE 240 INTGRTRD STRATEGIES/TEACHING Credits: 3

This course explores strategies for teaching young children through an integrated approach. Students will be equipped with the skills necessary to create meaningful and engaging learning opportunities using methods that honor the child.

ECE 245 ART, MUSIC, & MOVEMENT Credits: 3

This course equips students with the ability to implement developmentally appropriate art, music, and movement experiences in the early childhood classroom. Participants will develop a portfolio of activities that encourages young children to creatively express themselves through various mediums.

ECE 250 LANGUAGE AND LITERATURE Credits: 3

This course provides students with a working knowledge of language development. Participants will examine the role that storytelling and literature play in fostering language and literacy growth as they explore the world of children's literature. Emphasis is placed on authors and illustrators, selecting appropriate books, and methods for incorporating children's literature in the early childhood classroom.

ECE 260 WORKING W/INFANTS & TODDLERS Credits: 3

This course is designed for individuals working with infants and toddlers through age three. Students will explore methods for creating culturally responsive learning environments that support the growth and well-being of children in their earliest years of development.

ECE 270 CHILDREN WITH SPECIAL NEEDS Credits: 3

This course introduces students to categories of special needs in young children. With emphasis placed on inclusion, participants will explore techniques for adapting materials and teaching strategies in early childhood settings. Students will become familiar with services available to children with special needs and their families.

ECE 280 GUIDING YOUNG CHILD'S BEHAVIOR Credits: 3

This course provides students with strategies to help young children cultivate behaviors that promote respect for others and respect for self. With brain research as its foundation, this course focuses on emotional intelligence and helping children learn to self-regulate.

ECE 285 PARTNERING WITH FAMILIES Credits: 3

Families play a critical role in the young child's development and learning. This course explores avenues for establishing respectful and reciprocal relationships between families and early childhood programs. Emphasis is placed on positive interactions, honoring diversity, and family support and involvement.

ECE 340 WELL-BEING OF THE CHILD Credits: 3

Explore the dynamics of physical and emotional wellness and its impact on the development of the whole child. With emphasis placed on the role of nature as a component of a healthy living, this course promotes the abilities of children as they develop and practice skills that contribute to good health and enhance quality of life.

ECE 350 INNOV & CREATIVE APPR TO LRNING Credits: 3

This course provides an in-depth understanding of the diversity of learning and the importance of nurturing and supporting children's approaches toward learning. Students gain an awareness of children's capacities and dispositions for learning while building a broad repertoire of developmentally effective teaching approaches.

ECE 360 LITERACY & THE YOUNG LEARNER Credits: 3

This course examines the development of literacy skills in young children with a focus on connections between reading and writing, the use of thematic literature and trade books, and current research in the field of literacy development. With this knowledge, students will create meaningful literacy curriculum based on early learning standards.

ECE 365 SOCIAL STUDIES & YOUNG CHILD Credits: 3

This course provides students with the necessary tools to teach Social Studies in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, students will use central concepts in social studies and a wide variety of resources to design meaningful and challenging social studies curriculum that values cultural responsiveness.

ECE 370 EXPLORING THE WORLD OF MATH Credits: 3

This course provides students with the necessary strategies and tools to teach mathematics in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, students will use central math concepts and various resources to design meaningful and challenging math curriculum for each child.

ECE 375 CHILDREN AS SCIENTISTS Credits: 3

This course provides students with the necessary strategies and tools to teach science in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, students will use central science concepts, inquiry tools, and various resources to design meaningful and challenging science curriculum for each child.

ECE 390 EQUITY & JUSTICE IN ECE Credits: 3

This course is designed to equip the ECE student with the necessary tools to work with children and families from diverse backgrounds and to create a classroom culture in which equity and social justice are shared values. Students will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diversity and empower them to become change agents in their classrooms and communities.

ECE 420 STRATEGIES FOR TEACHING ELL Credits: 3

This course helps students develop skills needed to work with English language learners. These skills include the ability to implement various methods of teaching, develop curriculum materials, assess student proficiency, and to involve families and the community in the early childhood classroom.

ECE 430 THE TEACHER AS RESEARCHER Credits: 3

This course introduces students to research practices within the field of early childhood education. Through the course students will gain an understanding of research principles and develop basic research skills in order that they may successfully conduct meaningful research projects within their early childhood program.

ECE 440 ASSESSING YOUNG CHILDREN Credits: 3

This course focuses on developing an effective observation system in a classroom setting conducive to creating a comprehensive picture of children's learning. Students will evaluate situations and develop an understanding of how to integrate traditional and authentic assessment practices.

ECE 475 CHARACTER/ETHICS OF ECE LEADER Credits: 3

This course provides a forum where students enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and, perhaps most importantly, of serving others.

ECE 490A INTERNSHIP Credits: 4.5

The internship is a semester-long experience that provides ECE students with the opportunity to put into practice what they have learned in their coursework at Concordia University. The ECE student will spend a minimum of 360 hours (24 hours a week) in an approved early childhood setting. It is the responsibility of the ECE student to secure the internship site, which in most cases will be where the ECE student is employed. As part of the experience ECE students will participate in an internship course where the Concordia instructor will serve as the ECE student's mentor/supervisor. The ECE internship is divided into two sections, 490A and 490B.

Prerequisite: Evidence of State Background Clearance as required by law.

ECE 490B INTERNSHIP Credits: 4.5

The internship is a semester-long experience that provides ECE students with the opportunity to put into practice what they have learned in their coursework at Concordia University. The ECE student will spend a minimum of 360 hours (24 hours a week) in an approved early childhood setting. It is the responsibility of the ECE student to secure the internship site, which in most cases will be where the ECE student is employed. As part of the experience ECE students will participate in an internship course where the Concordia instructor will serve as the ECE student's mentor/supervisor. The ECE internship is divided into two sections, 490A and 490B.

Prerequisite: Evidence of State Background Clearance as required by law.

ECE 495 ADMIN/DEVLPMENT OF EC PROGRAMS Credits: 3

This course introduces students to the role of the early childhood administrator. Emphasis is placed on visionary leadership, program development, establishing policies and procedures, mentoring and coaching staff, and family and community outreach.

Early Childhood Education

Bachelor of Science in Early Childhood Education

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Early Childhood Education Requirements

Code	Title	Credits
Lower Division Requirements (33)		
ECE 210	INTRODUCTION TO ECE	3
ECE 220	DEVELOPMENT OF YOUNG CHILD	3
ECE 225	CHILD SAFETY & PROTECTION ¹	3
ECE 230	LRNING ENVIRONS FOR YNG CHILD ¹	3
ECE 240	INTGRTRD STRATEGIES/TEACHING ¹	3
ECE 245	ART, MUSIC, & MOVEMENT ¹	3
ECE 250	LANGUAGE AND LITERATURE ¹	3

ECE 260	WORKING W/INFANTS & TODDLERS ¹	3	be taken to satisfy the General Education requirements, especially in the Math and Science areas.
ECE 270	CHILDREN WITH SPECIAL NEEDS ¹	3	
ECE 280	GUIDING YOUNG CHILD'S BEHAVIOR	3	
ECE 285	PARTNERING WITH FAMILIES ¹	3	
Upper Division Requirements (45) ²			
ECE 340	WELL-BEING OF THE CHILD ³	3	
ECE 350	INNOV & CREATIVE APPR TO LRNNG ³	3	
ECE 360	LITERACY & THE YOUNG LEARNER ⁴	3	
ECE 365	SOCIAL STUDIES & YOUNG CHILD ⁴	3	
ECE 370	EXPLORING THE WORLD OF MATH ⁴	3	
ECE 375	CHILDREN AS SCIENTISTS ⁴	3	
ECE 390	EQUITY & JUSTICE IN ECE ⁴	3	
ECE 420	STRATEGIES FOR TEACHING ELL ⁴	3	
Lower Division Courses must be complete prior to:			
ECE 430	THE TEACHER AS RESEARCHER	3	
ECE 440	ASSESSING YOUNG CHILDREN	3	
ECE 475	CHARACTER/ETHICS OF ECE LEADER	3	
ECE 495	ADMIN/DEVLPMNT OF EC PROGRAMS	3	
ECE 490A	INTERNSHIP	4.5	
ECE 490B	INTERNSHIP	4.5	
Total Credits		78	

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

¹ A minimum of 2 semester hours needed to transfer in as equivalent. Note that 124 total credits are still required for graduation.

² Students must complete a minimum of 45 semester hours of upper division credit

³ Prerequisites: ECE 210 INTRODUCTION TO ECE, ECE 220 DEVELOPMENT OF YOUNG CHILD, ECE 240 INTGRTED STRATEGIES/TEACHING

⁴ Prerequisite: ECE 250 LANGUAGE AND LITERATURE

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should

COLLEGE OF ARTS & SCIENCES

The College of Arts & Sciences strives to create a community of mature, critical thinkers informed by the Christian faith who become leaders in service to the Church and society. Students are challenged to explore a wide variety of liberal arts and pre-professional course offerings in order to better prepare them to deal with the rapid pace of change encountered in today's world. Majors offered are in a variety of exciting fields including biology, chemistry, English, global studies, history, humanities, psychology, religion, and university studies. New students join award-winning faculty in a variety of activities including carrying out cutting-edge research, assisting young people in coping with tragedy in their lives, or carrying the gospel of Jesus to the peoples of China. These and many other opportunities challenge Concordia students who are a community of learners guided by caring, Christian faculty who know each student as a person and work hard to support all students in their quest for fulfillment and meaning in life.

Special Offerings of the College of Arts & Sciences

3+3 BA to JD Program

The College of Arts & Sciences has partnered with the Concordia Law School in Boise permitting students to earn a Bachelor of Arts (BA) degree and Juris Doctor (JD) in a reduced period of time. The typical path to enter the legal profession requires students to first earn an undergraduate degree (in most cases a BA) which typically takes at least four years. Once accepted into law school, students generally complete three more years of courses to earn a JD before being eligible to take the Bar exam. This process generally takes seven years. The 3+3 BA to JD Program potentially trims one year off the degree path permitting students to receive dual credit for one year of courses making it possible to acquire both degrees in six years.

Participating students enrolling at Concordia-Portland would declare a major in English, history, humanities, religion or psychology. Students would complete all required courses for the major, less 30 elective hours. During their junior year, a participating student would apply for admission to the Law School and take the LSAT (must achieve a minimum 152 score). After successful acceptance into Law School, students would move to Boise for the

subsequent three years of courses. The first year of Law School would be considered dual credit, completing the fourth year of electives in the undergraduate major and the first year of law courses. Students would be awarded a BA after successful completion of the first year of law courses.

Individuals opting to follow this path must successfully meet all undergraduate degree requirements which includes earning a minimum of 124 credit hours and completing a senior capstone experience (e.g. thesis, practicum or internship, depending on the major). The program is geared for highly motivated students interested in ultimately pursuing a legal career and requires taking courses in a specific sequence. Contact the College of Arts & Sciences or Admissions for more information.

Art at Grunewald Guild

Students may receive credits through Concordia University by special arrangement with Grunewald Guild and Concordia's Chief Academic Officer and Registrar. Courses are offered at the Guild in summer. The Grunewald Guild is located in Leavenworth, Washington. Additional information is available through the Fine Arts Department.

Field Biology Program

Concordia is proud to offer a well-established Field Biology Program with a broad spectrum of experiences available domestically and abroad both for science and non-science majors. We strongly believe that firsthand experience in the outside world is a must for a contemporary liberal arts education. Different formats are available within this program to meet student's needs: field labs within traditional science lab courses; short field-based biology seminars and topics in science courses (two weekends in the field); ten day long field courses (with biology, ecology, geology, history and culture components) in the United States (Ecology and Geology of Pacific Northwest, Grand Canyon and Sonora Desert, Hawaii), and abroad (Tropical Biology in Belize, Guatemala, Honduras). For students interested in field research, upper division research-based classes are offered annually in different parts of the world (Australia, New Zealand, Russia, Nepal, etc.). Part of the Field Biology Program is a collaborative effort of Concordia-Portland and Concordia-Texas when students and professors from both universities travel and study together.

Admissions Standards to Programs and Majors

General admissions standards for the College of Arts & Sciences programs and majors (except the University Studies major):

1. Completion of 45 credits with a cumulative GPA of 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. (For example, a student pursuing admission to the English Major must meet the requirements set forth by the Humanities Department.) This may include successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work).
5. Successful completion of an oral interview of the applicant by a committee of faculty determined and assigned by the Department Chair of the program or major for which the application is being made. This interview will normally take place during the second semester of the sophomore year for traditional students, and at the end of the first semester in residency for transfer students, provided the above criteria are met.

Specific admission standards may vary by major.

Notification of successful or unsuccessful completion of the admissions process will be made by the appropriate Department Chair to the Dean of the College of Arts & Sciences. The student will be notified of the results by the Dean.

General Studies (A.A.)

Concordia University offers students the opportunity to receive an Associate of Arts degree in General Studies. The course work required for this degree is broadly based and provides the student with a strong foundation and flexibility that allows students to continue their education in a wide variety of fields at a later time.

Those pursuing the Associate of Arts in General Studies program complete the following graduation requirements:

- After full admission to Concordia, a student must complete 30 of the final 45 hours (excluding credit by exam) at Concordia.
- At least 62 semester credits are earned in 100-level or above courses with a GPA of 2.00.
- At least 50 hours must be earned in courses which carry a letter grade rather than P/NP.
- General Studies (A.A.) – Freshman (p. 76)
- General Studies (A.A.) – Transfer Student (p. 77)
- General Studies (A.A.) – Non-native English Speaker (p. 76)

General Studies (A.A.) - Freshman
Associate of Arts in General Studies
Freshman
General Education Requirements

Code	Title	Credits
Communications		
WR 121	ENGLISH COMPOSITION	3
ENG 202	INTRO TO SPEECH	2
Fine Arts		
Fine Arts Courses		2
Humanities		
HUM 152	HOW THE WEST CAME TO BE	3
HUM 288	DEPARTMENTAL SEMINAR	1
Math		
MTH 110	MATH FOR LIFE	3
Natural Sciences		
Lab Science Elective		3
Physical Education		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Religion		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL Electives		2
Social Sciences		
PSY 201	PRINC OF PSYCHOLOGY	3
Social Sciences Elective		1
Total Credits		28

Major Requirements

Code	Title	Credits
Arts & Sciences		
BIO 288	DEPARTMENTAL SEMINAR or PSY 201 DEPARTMENTAL SEMINAR	1
ECN 203	FUNDAMENTALS OF ECONOMICS	4
ENG 231	AMERICAN LITERATURE I or ENG 232 AMERICAN LITERATURE II	3
Select one of the following:		2
ART 121 ART APPRECIATION MUS 121 MUSIC APPRECIATION		
TA 206 INTRO TO THEATRE		
GEO 110	INTRO TO CULTURAL GEOG	2
HST 215	AMERICAN CIV I	3
HST 216	AMERICAN CIV II	3
PHL 201	INTRO TO PHILOSOPHY	3
PSY 321	HUMAN DEVELOPMENT	3
REL 401	FAITH FOR LIFE	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
PAC Elective		.5
Total Credits		30.5

Elective Requirements

A minimum of 62 hours are required to graduate. Enough elective credits must be taken to meet this requirement.

Other Graduate Requirements:

- A total of 62 semester hours
- An average GPA of at least 2.00
- Last 30 hours from Concordia University
- At least 50 hours in letter grades rather than pass

General Studies (A.A.) – Non-native English Speaker

Associate of Arts in General Studies
Non-native English Speaker

General Education Requirements

Code	Title	Credits
Communications		
WR 107	ENGLISH COMP ESL	3
WR 121	ENGLISH COMPOSITION	3
ENG 202	INTRO TO SPEECH	2
Fine Arts		
Fine Arts courses		2

Humanities

HUM 152	HOW THE WEST CAME TO BE	3
HUM 288	DEPARTMENTAL SEMINAR	1
Math		
MTH 110	MATH FOR LIFE	3
Natural Sciences		
Lab Science Elective		3
Physical Education		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Religion		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
Religion Electives		2
Social Sciences		
PSY 201	PRINC OF PSYCHOLOGY	3
Total Credits		30

Major Requirements

Code	Title	Credits
Arts & Sciences		
BIO 288	DEPARTMENTAL SEMINAR or PSY 201 DEPARTMENTAL SEMINAR	1
ECN 203	FUNDAMENTALS OF ECONOMICS	4
ENG 231	AMERICAN LITERATURE I or ENG 232 AMERICAN LITERATURE II	3
Select one of the following:		2
ART 121 ART APPRECIATION MUS 121 MUSIC APPRECIATION		
TA 206 INTRO TO THEATRE		
GEO 110	INTRO TO CULTURAL GEOG	2
HST 215	AMERICAN CIV I	3
HST 216	AMERICAN CIV II	3
PHL 201	INTRO TO PHILOSOPHY	3
PSY 321	HUMAN DEVELOPMENT	3
REL 401	FAITH FOR LIFE	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
PAC Elective		.5
Total Credits		30.5

Elective Requirements

A minimum of 62 hours are required to graduate. Enough elective credits must be taken to meet this requirement.

Other Graduate Requirements:

- A total of 62 semester hours
- An average GPA of at least 2.00
- Last 30 hours from Concordia University
- At least 50 hours in letter grades rather than pass

General Studies (A.A.) – Transfer Student

Associate of Arts in General Studies Transfer Student

General Education Requirements

Code	Title	Credits
Communications		
WR 121	ENGLISH COMPOSITION	3
ENG 202	INTRO TO SPEECH	2
Fine Arts		
Fine Arts courses		2
Humanities		
HUM 152	HOW THE WEST CAME TO BE	3
HUM 288	DEPARTMENTAL SEMINAR	1
Math		
MTH 110	MATH FOR LIFE	3
Natural Sciences		
Lab Science Elective		3
Physical Education		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Religion		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
Religion Electives		2
Social Sciences		
PSY 201	PRINC OF PSYCHOLOGY	3
Social Science Elective		1
Total Credits		28

Major Requirements

Code	Title	Credits
Arts & Sciences		
BIO 288	DEPARTMENTAL SEMINAR or PSY 201 DEPARTMENTAL SEMINAR	1
ECN 203	FUNDAMENTALS OF ECONOMICS	4
ENG 231	AMERICAN LITERATURE I or ENG 202 AMERICAN LITERATURE II	3
Select one of the following:		2
ART 121 ART APPRECIATION		
MUS 121 MUSIC APPRECIATION		
TA 206 INTRO TO THEATRE		
GEO 110	INTRO TO CULTURAL GEOG	2
HST 215	AMERICAN CIV I	3
HST 216	AMERICAN CIV II	3
PHL 201	INTRO TO PHILOSOPHY	3
PSY 321	HUMAN DEVELOPMENT	3
REL 401	FAITH FOR LIFE	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3

PAC Elective	.5
Total Credits	30.5

Elective Requirements

A minimum of 62 hours are required to graduate. Enough elective credits must be taken to meet this requirement.

Other Graduate Requirements:

- A total of 62 semester hours
- An average GPA of at least 2.00
- Last 30 hours from Concordia University
- At least 50 hours in letter grades rather than pass

Biology (B.A.)

The Math & Science Department prides itself in preparing students for careers in science related fields. The Biology degree can prepare students for professional graduate programs including physical therapy, occupational therapy, physician assistant, medicine, dentistry, forensic science, veterinary science, and other allied health fields. In addition, many Concordia graduates pursue research careers, particularly in the rapidly expanding areas of environmental management, molecular biology and biotechnology. Concordia also has a highly-respected program for those who wish to teach biology at the junior and senior high school levels. To be admitted to the Biology major, students must have a minimum cumulative GPA of 2.50, demonstrate competency in basic biology, and attain junior status.

Concentration Requirements

Biology majors must complete one area of concentration.

- General Biology
- Molecular Biology
- Pre-Medical Studies
- Pre-Occupational Therapy
- Pre-Physical Therapy
- Pre-Physician Assistant

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- General Biology (p. 79)
- Molecular Biology (p. 81)
- Pre-Medical Studies (p. 83)
- Pre-Occupational Therapy (p. 85)
- Pre-Physical Therapy (p. 86)
- Pre-Physician Assistant (p. 88)

- General Biology (p. 81)
- Molecular Biology (p. 83)
- Pre-Medical Studies (p. 84)
- Pre-Occupational Therapy (p. 86)
- Pre-Physical Therapy (p. 87)
- Pre-Physician Assistant (p. 88)

- General Biology (p. 80)
- Molecular Biology (p. 82)
- Pre-Medical Studies (p. 84)

BIO 101 PRINCIPLES OF BIOLOGY WITH LAB Credits: 3

Emphasis on basic biological principles as included in the areas of molecular biology, cellular biology, organismic biology, reproduction and development, genetics and ecology. Particular emphasis is placed on the human being as a representative organism illustrating fundamental features of life. Not recommended for students who have successfully completed high school biology.

BIO 101L PRINCIPLES OF BIOLOGY LAB Credits: 0

BIO 211 GENERAL BIOLOGY I WITH LAB Credits: 4

First of a two-course sequence for biology majors, introducing fundamental concepts of the structure and function of living organisms at all levels of organization. Emphasis in this course is on the chemistry of living organisms and a detailed study of the structure and function of life at the cellular level. This course includes an introduction to cellular energy metabolism (aerobic respiration and photosynthesis) genetics, molecular biology and topics in biotechnology.

Prerequisites: MTH 095 (or equivalent math evaluation score), completion of one year of high school biology and one year of high school chemistry required.

BIO 211L GENERAL BIO I LAB Credits: 0

BIO 212 GENERAL BIOLOGY II WITH LAB Credits: 4

A continuation of BIO 211 with special emphasis on evolution, ecology, structure and functions (anatomy and physiology) of plants and animals.

Prerequisites: BIO 211 with a C or higher.

BIO 212L GENERAL BIO II LAB Credits: 0**BIO 251 TOPICS IN BIOLOGY Credit: 1**

While focusing on a short field-based experience, the topic for this course can vary from term to term. Students are involved in observational and experimental procedures in the field and are expected to participate in background reading assignments as well as to develop a paper and/or a presentation that reflects on their experience. Topics may include ornithology, ecological communities, animal behavior, nature photography, ecosystems of Pacific Northwest, or other areas of interest.

BIO 264 INTRO TO HUMAN ANATOMY Credits: 4

Introductory lab-based course examining the structure and function of the human body. Course material includes basic anatomical terminology, histology, and organ systems, with emphasis on the skeletal & muscular systems. Includes prosection of the human cadaver. First of a two-course (semester) sequence.

Prerequisites: BIO 101 with a C or higher.

BIO 264L INTRO TO ANATOMY LAB Credits: 0**BIO 265 INTRO TO HUMAN PHYSIOLOGY Credits: 4**

Introductory lab-based course investigates fundamental physiological processes of several systems in humans including the endocrine, immune, respiratory & urinary systems. Course material emphasizes homeostatic mechanisms at the biochemical, cellular, organ, and system levels.

Prerequisites: BIO 264 with a C or higher.

BIO 265L INTRO TO PHYSIOLOGY LAB Credits: 0**BIO 284 MICROBIOLOGY WITH LAB Credits: 3**

A laboratory based introduction to bacteria, viruses, protozoa, fungi, and invertebrates with a particular emphasis on their relation to human disease. Laboratory sessions emphasize aseptic technique and the metabolic requirements of microorganisms. In addition, students are introduced to the latest technological approaches to identifying pathogens.

Prerequisites: BIO 211 and CHM 102 or CHM 211 with a C or higher

Corequisites: BIO 284L.

BIO 284L MICROBIOLOGY LAB Credits: 0**BIO 288 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

BIO 315 GENETICS WITH LAB Credits: 4

An introduction to the principles of inheritance: covers the nature, transmission and function of the genetic material in relation to its cytological and biochemical aspects. Both classical Mendelian and molecular genetics are covered.

Prerequisites: BIO 212 and CHM 211 and MTH 231 with a C or higher.

BIO 315L GENETICS LAB Credits: 0**BIO 321 DEVELOPMENTAL BIOLOGY Credits: 3**

This course examines an organism's path from genotype to phenotype. Topics include the genetic regulation of development and differentiation of multicellular organisms, from single celled zygotes to the adult. Emphasis is placed on the anatomical and genetic bases of nucleocytoplasmic interactions, pattern formation, morphogenesis, & senescence.

Prerequisites: BIO 315 with a C or higher.

BIO 325 IMMUNOLOGY Credits: 3

This course will cover fundamental aspects of immunology including mechanisms of antibody-mediated and cell-mediated immunity. Topics will include the anatomy of the immune system, the role and function of T and B cells, MHC restriction and antigen presentation, the structure and genetics of antibody and T cell receptor molecules and regulation of immune responses. Applications of immunology to infectious disease and cancer as well as clinical syndromes resulting from loss of immune function will also be discussed.

Prerequisites: BIO 211 with a C or higher.

BIO 364 HUMAN ANATOMY & PHYS I W/ LAB Credits: 4

Lab-based course for pre-health professional students that examines the unity of structure and function of the human body. Course material includes anatomical terminology, histology, and organ systems including the skeletal, muscular, integumentary, nervous systems. Includes dissection of the human cadaver by all participants. First of a two-course (semester) sequence.

Prerequisites: BIO 211 with a C or better

Corequisites: BIO 364L.

BIO 364L HUMAN ANAT & PHYS I LAB Credits: 0**BIO 365 HUMAN ANATOMY & PHYS II W/ LAB Credits: 4**

Lab-based course for pre-health professional students that examines fundamental physiological processes of several systems in humans including the endocrine, immune, respiratory & urinary systems. Emphasis is placed on homeostatic mechanisms at the biochemical, cellular, organ, and system levels.

Prerequisites: BIO 364 with a C or higher

Corequisites: BIO 365L.

BIO 365L HUMAN ANATOMY & PHYS II LAB Credits: 0**BIO 370 FIELD BIOLOGY Credits: 3**

This course provides majors and non-majors alike with an intensive experience in field biology. The topics and locations vary from term to term, with the typical length of the course ranging from 8 to 15 days. Students learn field techniques and perform field observations on biodiversity, ecology, and conservation while hiking, snorkeling, driving and boating on location. Field sites include Central America, Asia, Australia, Europe, New Zealand, and other parts of the world.

Prerequisites: Instructor's approval.

BIO 371 FIELD BIOLOGY - TOUR ONLY Credits: 0

This courses is intended to provide a non-credit intensive experience in field-based biology for students or non-students. The topic and locations of the field course will vary from term to term, with the typical length of the course ranging from 7 to 14 days. It includes participation in field observations and sampling, hiking, snorkeling, or other activities as appropriate. Techniques of proper field notation and sampling will be taught. Typical sites include the Grand Canyon, Pacific Northwest, Belize, Hawaii, Australia and Costa Rica.

Prerequisites: Instructor Permission.

BIO 399E EXPERIMENTAL COURSE-BIOLOGY Credit: 1

Experimental course option varies by term. Please see academic department for course description.

BIO 411 ECOLOGY Credits: 3

The study of the interaction of plants and animals and their environment. An introduction to some of the basic field biological techniques in the laboratory portion of the course.

Prerequisites: BIO 212 and CHM 211 and MTH 231 with a C or higher.

BIO 411L ECOLOGY LAB Credits: 0**BIO 415 BIO TEACHING ASSISTANT Credit: 1**

An opportunity for upper-level life science students to design, prepare, and teach lower-level science labs.

Prerequisites: Upper division standing and Instructor Permission.

BIO 421 MARINE BIOLOGY Credits: 3

The study of marine life and marine ecosystems with special emphasis on marine animals, their morphological, anatomical, and behavioral adaptations; natural selection and practical importance for humans. An introduction to zoological dissection, and field ecological techniques in the laboratory portion of the course.

Prerequisites: BIO 212 and CHM 211 with a C or higher.

BIO 426 EVOLUTION Credits: 3

An examination of theories of organic evolution with an emphasis on their mechanisms. Analysis of the creationist-evolutionist controversy.

Prerequisites: BIO 315 with a C or higher.

BIO 451 TOPICS IN BIOLOGY Credit: 1

While focusing on a short field-based experience, the topic for this course will vary from term to term. Students will be involved in observational and experimental procedures in the field, and will be expected to participate in background reading assignments as well as develop a paper that reflects on their experience. Topics may include ornithology, ecological communities, the ecology of Mt. St. Helens, or other areas of interest.

BIO 457 MOLECULAR BIOLOGY WITH LAB Credits: 3

Hands-on study of the molecular basis of reproduction and genetics in organisms from phage to higher eukaryotes. Special emphasis on the tools of molecular biology, including recombinant DNA technology.

Prerequisites: BIO 315 and CHM 212 with a C or higher.

BIO 484L MICROBIOLOGY LAB Credits: 0**BIO 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

BIO 490 RESEARCH IN BIOLOGY Credits: 3

Experience in hands-on research on a topic agreed upon by the student and a specific faculty member. Includes research planning, background reading, experimental laboratory work, and a concluding report. May be taken up to two times for credit.

Prerequisites: Sophomore status and instructor permission.

BIO 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Junior or Senior status, BIO 490 recommended.

BIO 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: BIO 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

BIO 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: BIO 493 with a C or higher.

BIO 496 BIOLOGY PRACTICUM Credits: 3

Supervised experience in a setting related to the student's career interests. Requires 135 documented hours of experience at a practicum site, a final written summary and a concluding presentation at a scheduled senior symposium.

Prerequisites: Junior or Senior status as a biology major required.

BIO 499 TEACHING ASSISTANT Credit: 1

An opportunity for junior or senior biology majors to design labs, prepare lessons, and assist in teaching biology courses they have completed successfully.

Prerequisites: Upper division standing and Instructor permission.

General Biology - Freshman

Bachelor of Arts in Biology - General Biology Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements (53-55 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR (One credit each)	2
CHM 211	INORGANIC CHEMISTRY I	4

CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		3-5
BIO 492 & BIO 493 & BIO 494	SENIOR THESIS PREP and THESIS I: LIT REVIEW/PROJ DES and THESIS II: RSCH, WRIT, DEFENSE (5 credits total)	5
BIO 496	BIOLOGY PRACTICUM (3 credits)	3
General Biology Concentration (24)		
BIO 426	EVOLUTION	3
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select eighteen hours from the following:		18
BIO 284	MICROBIOLOGY WITH LAB	3
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
BIO 370	FIELD BIOLOGY	3
BIO 411	ECOLOGY	3
BIO 421	MARINE BIOLOGY	3
BIO 457	MOLECULAR BIOLOGY WITH LAB	3
CHM 345	ORGANIC CHEMISTRY II WITH LAB	4
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Total Credits		53-55

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

General Biology - Non-native English Speaker
Bachelor of Arts in Biology - General Biology Non-native English Speaker

General Education Requirements

Code	Title	Credits
Freshman Foundation (15-20)		
WR 121	ENGLISH COMPOSITION	3
WR 107	ENGLISH COMP ESL (take with WR 121) ¹	3
ENG 202	INTRO TO SPEECH ¹	2
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		49

Major Requirements

Code	Title	Credits
Biology		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		3-5

BIO 492 & BIO 493 & BIO 494	SENIOR THESIS PREP and THESIS I: LIT REVIEW/PROJ DES and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	
General Biology Concentration		
BIO 426	EVOLUTION	3
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select eighteen hours from the following:		18
BIO 284	MICROBIOLOGY WITH LAB	
BIO 321	DEVELOPMENTAL BIOLOGY	
BIO 325	IMMUNOLOGY	
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	
BIO 370	FIELD BIOLOGY	
BIO 411	ECOLOGY	
BIO 421	MARINE BIOLOGY	
BIO 457	MOLECULAR BIOLOGY WITH LAB	
CHM 345	ORGANIC CHEMISTRY II WITH LAB	
CHM 414	BIOCHEMISTRY I WITH LAB	
CHM 415	BIOCHEMISTRY II WITH LAB	
PHY 211	GENERAL PHYSICS I	
PHY 212	GENERAL PHYSICS II	
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	
CHM 361	INSTRUMENTAL ANALYSIS	
Total Credits		53-55

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

¹ May be waived with score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past two years.

General Biology - Transfer Student

Bachelor of Arts in Biology - General Biology Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Biology		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		3-5

BIO 492 SENIOR THESIS PREP
& BIO 493 and THESIS I: LIT REVIEW/PROJ
& BIO 494 DES
and THESIS II: RSCH, WRIT,
DEFENSE

BIO 496 BIOLOGY PRACTICUM

General Biology Concentration

BIO 426	EVOLUTION	3
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select eighteen hours from the following:		18
BIO 284	MICROBIOLOGY WITH LAB	
BIO 321	DEVELOPMENTAL BIOLOGY	
BIO 325	IMMUNOLOGY	
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	
BIO 370	FIELD BIOLOGY	
BIO 411	ECOLOGY	
BIO 421	MARINE BIOLOGY	
BIO 457	MOLECULAR BIOLOGY WITH LAB	
CHM 345	ORGANIC CHEMISTRY II WITH LAB	
CHM 414	BIOCHEMISTRY I WITH LAB	
CHM 415	BIOCHEMISTRY II WITH LAB	
PHY 211	GENERAL PHYSICS I	
PHY 212	GENERAL PHYSICS II	
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	
CHM 361	INSTRUMENTAL ANALYSIS	
Total Credits		53-55

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Molecular Biology - Freshman

Bachelor of Arts in Biology - Molecular Biology Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		3-5

BIO 492	SENIOR THESIS PREP & BIO 49:and THESIS I: LIT REVIEW/PROJ & BIO 49:DES	
	and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	
Molecular Biology Concentration (24)		
BIO 457	MOLECULAR BIOLOGY WITH LAB	3
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select ten hours from the following:		10
BIO 321	DEVELOPMENTAL BIOLOGY	
BIO 325	IMMUNOLOGY	
BIO 426	EVOLUTION	
CHM 345	ORGANIC CHEMISTRY II WITH LAB	
CHM 442	PHYSICAL CHEMISTRY I	
MTH 211	CALCULUS I	
MTH 212	CALCULUS II	
PHY 211	GENERAL PHYSICS I	
PHY 212	GENERAL PHYSICS II	
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	
CHM 361	INSTRUMENTAL ANALYSIS	
Total Credits		53-55

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Molecular Biology - Non-native English Speaker

Bachelor of Arts in Biology - Molecular Biology Non-native English Speaker

General Education Requirements

Code	Title	Credits
Freshman Foundation (15-20)		
WR 121	ENGLISH COMPOSITION	3
WR 107	ENGLISH COMP ESL (take with WR 121) ¹	3
ENG 202	INTRO TO SPEECH ¹	2
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		49

Major Requirements

Code	Title	Credits
Biology		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4

Select one of the following:		3-5
BIO 492	SENIOR THESIS PREP & BIO 49:and THESIS I: LIT REVIEW/PROJ & BIO 49:DES	
	and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	
Molecular Biology Concentration		
BIO 457	MOLECULAR BIOLOGY WITH LAB	3
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select ten hours from the following:		10
BIO 321	DEVELOPMENTAL BIOLOGY	
BIO 325	IMMUNOLOGY	
BIO 426	EVOLUTION	
CHM 345	ORGANIC CHEMISTRY II WITH LAB	
CHM 442	PHYSICAL CHEMISTRY I	
MTH 211	CALCULUS I	
MTH 212	CALCULUS II	
PHY 211	GENERAL PHYSICS I	
PHY 212	GENERAL PHYSICS II	
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	
CHM 361	INSTRUMENTAL ANALYSIS	
Total Credits		53-55

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

¹ May be waived with score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years.

Molecular Biology - Transfer

Bachelor of Arts in Biology - Molecular Biology Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		3-5

BIO 492	SENIOR THESIS PREP & BIO 49:and THESIS I: LIT REVIEW/PROJ & BIO 49:DES	
	and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	
Molecular Biology Concentration (24)		
BIO 457	MOLECULAR BIOLOGY WITH LAB	3
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select ten hours from the following:		10
BIO 321	DEVELOPMENTAL BIOLOGY	
BIO 325	IMMUNOLOGY	
BIO 426	EVOLUTION	
CHM 345	ORGANIC CHEMISTRY II WITH LAB	
CHM 442	PHYSICAL CHEMISTRY I	
MTH 211	CALCULUS I	
MTH 212	CALCULUS II	
PHY 211	GENERAL PHYSICS I	
PHY 212	GENERAL PHYSICS II	
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	
CHM 361	INSTRUMENTAL ANALYSIS	
Total Credits		53-55

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Pre-Medical Studies - Freshman

Bachelor of Arts in Biology - Pre-Medical Studies Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements (55-57 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		3-5
BIO 492	SENIOR THESIS PREP & BIO 49:and THESIS I: LIT REVIEW/PROJ & BIO 49:DES	
	and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	
Pre-Medical Studies Concentration (26)		
CHM 414	BIOCHEMISTRY I WITH LAB	4
MTH 211	CALCULUS I	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
Select seven hours from the following:		7
BIO 284	MICROBIOLOGY WITH LAB	

BIO 321	DEVELOPMENTAL BIOLOGY
BIO 325	IMMUNOLOGY
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB
CHM 345	ORGANIC CHEMISTRY II WITH LAB
CHM 415	BIOCHEMISTRY II WITH LAB
MTH 212	CALCULUS II
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS
CHM 361	INSTRUMENTAL ANALYSIS
Total Credits	

55-57

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Pre-Medical Studies - Non-native English Speaker

Bachelor of Arts in Biology - Pre-Medical Studies Non-native English Speaker

General Education Requirements

Code	Title	Credits
Freshman Foundation (15-20)		
WR 121	ENGLISH COMPOSITION	3
WR 107	ENGLISH COMP ESL (take with WR 121) ¹	3
ENG 202	INTRO TO SPEECH ¹	2
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		

Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (18)		
Natural Sciences		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Biology		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288	DEPARTMENTAL SEMINAR	2
& BIO 488	and DEPARTMENTAL SEMINAR	
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4

Select one of the following: 3-5

BIO 492	SENIOR THESIS PREP & BIO 493 and THESIS I: LIT REVIEW/PROJ & BIO 494 DES
	and THESIS II: RSCH, WRIT, DEFENSE
BIO 496	BIOLOGY PRACTICUM

Pre-Medical Studies Concentration		
CHM 414	BIOCHEMISTRY I WITH LAB	4
MTH 211	CALCULUS I	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
Select seven hours from the following:		7

BIO 284	MICROBIOLOGY WITH LAB
BIO 321	DEVELOPMENTAL BIOLOGY
BIO 325	IMMUNOLOGY
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB
CHM 345	ORGANIC CHEMISTRY II WITH LAB
CHM 415	BIOCHEMISTRY II WITH LAB

MTH 212	CALCULUS II
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS
CHM 361	INSTRUMENTAL ANALYSIS
Total Credits	

55-57

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

¹ May be waived with score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years.

Pre-Medical Studies - Transfer

Bachelor of Arts in Biology - Pre-Medical Studies Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3

WR 30X (upper division Writing course)	3
Social Science	3
Electives (6) - At least three must be upper division credits outside major	6
Total Credits	49

Major Requirements (55-57 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4

Select one of the following: 3-5

BIO 492	SENIOR THESIS PREP & BIO 49:and THESIS I: LIT REVIEW/PROJ & BIO 49:DES and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	

Pre-Medical Studies Concentration (26)

CHM 414	BIOCHEMISTRY I WITH LAB	4
MTH 211	CALCULUS I	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4

Select seven hours from the following: 7

BIO 284	MICROBIOLOGY WITH LAB	
BIO 321	DEVELOPMENTAL BIOLOGY	
BIO 325	IMMUNOLOGY	
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	
CHM 345	ORGANIC CHEMISTRY II WITH LAB	
CHM 415	BIOCHEMISTRY II WITH LAB	
MTH 212	CALCULUS II	
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	
CHM 361	INSTRUMENTAL ANALYSIS	

Total Credits 55-57

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Pre-Occupational Therapy - Freshman Bachelor of Arts in Biology - Pre-Occupational Therapy Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6)	- At least three must be upper division credits outside major	6
Total Credits		50

Major Requirements (50.5-52.5 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4

BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4

Select one from the following: 3-5

BIO 492	SENIOR THESIS PREP & BIO 49:and THESIS I: LIT REVIEW/PROJ & BIO 49:DES and THESIS II: RSCH, WRIT, DEFENSE	
BIO 496	BIOLOGY PRACTICUM	

Pre-Occupational Therapy (21.5)

BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
ESS 330	FIRST AID & CPR	0.5
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PSY 321	HUMAN DEVELOPMENT	3
PSY 434	ABNORMAL PSYCHOLOGY	3

Total Credits 50.5-52.5

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Recommended Electives

Code	Title	Credits
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
PHY 212	GENERAL PHYSICS II	4
PSY 350	COUNSELING THEORY	3
Medical Terminology (transfer course from PCC)		
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4

Pre-Occupational Therapy - Transfer

Bachelor of Arts in Biology - Pre-Occupational Therapy Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements (50.5-52.5 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one from the following:		3-5

BIO 492 SENIOR THESIS PREP & BIO 493 and THESIS I: LIT REVIEW/PROJ & BIO 494-DES and THESIS II: RSCH, WRIT, DEFENSE		
BIO 496 BIOLOGY PRACTICUM		
Pre-Occupational Therapy (21.5)		
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
ESS 330	FIRST AID & CPR	0.5
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PSY 321	HUMAN DEVELOPMENT	3
PSY 434	ABNORMAL PSYCHOLOGY	3
Total Credits		50.5-52.5

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Recommended Electives

Code	Title	Credits
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
PHY 212	GENERAL PHYSICS II	4
PSY 350	COUNSELING THEORY	3
Medical Terminology (transfer course from PCC)		
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4

Pre-Physical Therapy - Freshman

Bachelor of Arts in Biology - Pre-Physical Therapy Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201 PRINC OF PSYCHOLOGY		3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements (55-57 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following (3 or 5 credits):		3-5

BIO 492 SENIOR THESIS PREP & BIO 493 and THESIS I: LIT REVIEW/PROJ & BIO 494 DES and THESIS II: RSCH, WRIT, DEFENSE (5 credits total)		
BIO 496 BIOLOGY PRACTICUM (3 credits)		
Pre-Physical Therapy Concentration (26)		
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
Select seven hours from the following:		7
BIO 284 MICROBIOLOGY WITH LAB		
BIO 321 DEVELOPMENTAL BIOLOGY		
BIO 325 IMMUNOLOGY		
CHM 345 ORGANIC CHEMISTRY II WITH LAB		
CHM 414 BIOCHEMISTRY I WITH LAB		
CHM 415 BIOCHEMISTRY II WITH LAB		
ESS 340 PREV/CARE ATHLETIC INJ		
ESS 422 PSYCH OF SPORT & PHYS ACTVTY		
ESS 432 MEASURE/EVAL IN ESS		
ESS 444 ADV ATHLETIC INJURY MGMT		
ESS 474 KINESIOLOGY		
ESS 484 EXERCISE PHYSIOLOGY		
CHM 360 CHEMICAL QUANTITATIVE ANALYSIS		
CHM 361 INSTRUMENTAL ANALYSIS		
Total Credits		55-57

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Pre-Physical Therapy - Transfer

Bachelor of Arts in Biology - Pre-Physical Therapy Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements (55-57 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following (3 or 5 credits):		3-5

BIO 492 SENIOR THESIS PREP & BIO 493 and THESIS I: LIT REVIEW/PROJ & BIO 494 DES and THESIS II: RSCH, WRIT, DEFENSE (5 credits total)		
BIO 496 BIOLOGY PRACTICUM (3 credits)		
Pre-Physical Therapy Concentration (26)		
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
Select seven hours from the following:		7
BIO 284 MICROBIOLOGY WITH LAB		
BIO 321 DEVELOPMENTAL BIOLOGY		
BIO 325 IMMUNOLOGY		
CHM 345 ORGANIC CHEMISTRY II WITH LAB		
CHM 414 BIOCHEMISTRY I WITH LAB		
CHM 415 BIOCHEMISTRY II WITH LAB		
ESS 340 PREV/CARE ATHLETIC INJ		
ESS 422 PSYCH OF SPORT & PHYS ACTVTY		
ESS 432 MEASURE/EVAL IN ESS		
ESS 444 ADV ATHLETIC INJURY MGMT		
ESS 474 KINESIOLOGY		
ESS 484 EXERCISE PHYSIOLOGY		
CHM 360 CHEMICAL QUANTITATIVE ANALYSIS		
CHM 361 INSTRUMENTAL ANALYSIS		
Total Credits		55-57

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Pre-Physician's Assistant - Freshman Bachelor of Arts in Biology - Pre-Physician's Assistant Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
Studies in Arts & Sciences (18)		
Natural Science		
Fine Arts		
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		
Total Credits		50

Major Requirements (54-56 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		
		3-5

BIO 492 SENIOR THESIS PREP & BIO 493and THESIS I: LIT REVIEW/PROJ & BIO 494DES and THESIS II: RSCH, WRIT, DEFENSE		
BIO 496 BIOLOGY PRACTICUM		
Pre-Physician's Assistant (25)		
BIO 284	MICROBIOLOGY WITH LAB	3
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
CHM 414	BIOCHEMISTRY I WITH LAB	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select seven hours from the following:		
BIO 321 DEVELOPMENTAL BIOLOGY		7
BIO 325 IMMUNOLOGY		
BIO 457 MOLECULAR BIOLOGY WITH LAB		
CHM 345ORGANIC CHEMISTRY II WITH LAB		
CHM 415BIOCHEMISTRY II WITH LAB		
MTH 211CALCULUS I		
MTH 212CALCULUS II		
PHY 211 GENERAL PHYSICS I		
PHY 212 GENERAL PHYSICS II		
CHM 360CHEMICAL QUANTITATIVE ANALYSIS		
CHM 361INSTRUMENTAL ANALYSIS		
Total Credits		54-56

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Pre-Physician's Assistant - Transfer Bachelor of Arts in Biology - Pre-Physician's Assistant Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		
Ex: Lit, World History, Music History		
Physical Education		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
Studies in Arts & Sciences (18)		
Natural Science		
Fine Arts		
WR 30X	(upper division Writing course)	3
Social Science		
Electives (6) - At least three must be upper division credits outside major		
Total Credits		49

Major Requirements (54-56 credits)

Code	Title	Credits
Biology (29-31)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 212	GENERAL BIOLOGY II WITH LAB	4
BIO 315	GENETICS WITH LAB	4
BIO 288 & BIO 488	DEPARTMENTAL SEMINAR and DEPARTMENTAL SEMINAR	2
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
Select one of the following:		
		3-5

BIO 492 SENIOR THESIS PREP & BIO 493 and THESIS I: LIT REVIEW/PROJ & BIO 494 DES		
and THESIS II: RSCH, WRIT, DEFENSE		
BIO 496 BIOLOGY PRACTICUM		
Pre-Physician's Assistant (25)		
BIO 284 MICROBIOLOGY WITH LAB	3	
BIO 364 HUMAN ANATOMY & PHYS I W/ LAB	4	
BIO 365 HUMAN ANATOMY & PHYS II W/ LAB	4	
CHM 414 BIOCHEMISTRY I WITH LAB	4	
MTH 231 RESEARCH & STATISTICAL TECHNIQ	3	
Select seven hours from the following:	7	
BIO 321 DEVELOPMENTAL BIOLOGY		
BIO 325 IMMUNOLOGY		
BIO 457 MOLECULAR BIOLOGY WITH LAB		
CHM 345 ORGANIC CHEMISTRY II WITH LAB		
CHM 415 BIOCHEMISTRY II WITH LAB		
MTH 211 CALCULUS I		
MTH 212 CALCULUS II		
PHY 211 GENERAL PHYSICS I		
PHY 212 GENERAL PHYSICS II		
CHM 360 CHEMICAL QUANTITATIVE ANALYSIS		
CHM 361 INSTRUMENTAL ANALYSIS		

Total Credits

54-56

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Chemistry (B.A.)

The Math & Science Department prides itself in preparing students for careers in science-related fields. The Chemistry major can prepare students for professional programs including chemical analysis, industrial chemistry, and laboratory management. In addition, graduates may pursue research careers in the area of chemical engineering and environmental

chemistry. Concordia also has a highly-respected program for those who wish to teach chemistry at the junior and senior high school levels. To be admitted to the Chemistry major, students must have a minimum cumulative GPA of 2.50, demonstrate competency in basic chemistry, and attain junior status.

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CHM 100 INTRODUCTION TO CHEMISTRY Credits: 4

An introduction to the basic chemical and mathematical concepts used in the chemistry, biology and pre-nursing programs. For students that have not successfully completed high-school level chemistry and desire to enter the chemistry, biology and pre-nursing programs. Laboratory portion included in course.

CHM 101 CHEMISTRY FOR LIFE WITH LAB Credits: 3

This is a laboratory course designed for students with little or no background in chemistry. The course will investigate areas of everyday life in which chemistry plays an important role with a strong emphasis on applications to health care.

Prerequisites: MTH 097.

CHM 101L CHEMISTRY FOR LIFE LAB Credits: 0

CHM 102 PRIN OF ORG & BIOCHEM WITH LAB Credits: 3

An introduction to health care related topics in the chemistry of organic molecules and the chemical reactions of living organisms.

Prerequisites: CHM 101 with a C or higher.

CHM 102L PRIN ORGANIC AND BIOCHEM LAB Credits: 0

CHM 211 INORGANIC CHEMISTRY I Credits: 4

A study of atomic structure, stoichiometry, chemical bonding, the periodic table, states of matter, and solutions.

Prerequisites: MTH 123 with a C or higher
Corequisites: CHM 211L.

CHM 211L INORGANIC CHEM I LAB Credits: 0

CHM 212 INORGANIC CHEMISTRY II Credits: 4

A continuation of CHM 211 with a study of thermodynamics, reaction rates, chemical equilibrium, acid-base equilibrium, electrochemistry, transition elements, and nuclear chemistry.

Prerequisites: CHM 211 with a C or higher
Corequisites: CHM 212L.

CHM 212L INORGANIC CHEM II LAB Credits: 0

CHM 288 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

CHM 321 ENVIRONMENTAL CHEMISTRY Credits: 3

A laboratory approach to current problems in environmental chemistry. A study of the chemistry of water resources, pollution and treatment, oil spills, solid waste disposal, hazardous chemicals and pesticides, stratospheric ozone, greenhouse gases, photochemical smog, particulates, acid rain, trace metals, and nuclear waste disposal.

Prerequisites: CHM 212 with a C or higher.

CHM 321L ENVIRONMENTAL CHEMISTRY LAB Credits: 0

CHM 344 ORGANIC CHEMISTRY I WITH LAB Credits: 4

An introduction to the chemistry of carbon compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of hydrocarbons and haloalkanes. Stereoisomerism is also included in this course.

Prerequisites: CHM 212 with a C or higher.

CHM 344L ORGANIC CHEMISTRY LAB Credits: 0

CHM 345 ORGANIC CHEMISTRY II WITH LAB Credits: 4

A continuation of the study of carbon containing compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of aromatic compounds, carboxylic acids and their derivatives, aldehydes, ketones, and amines. Structure elucidation methods, including a study of IR, NMR, and UV spectroscopy, and mass spectrometry (including GC/MS), are also covered.

Prerequisites: CHM 344 with a C or higher.

CHM 345L ORGANIC CHEMISTRY II LAB Credits: 0**CHM 360 CHEMICAL QUANTITATIVE ANALYSIS Credits: 4**

Introduction to chemical quantitative techniques including volumetric and gravimetric methods. Students will gain experience in experimental design, data processing and statistical methods of data analysis.

Prerequisites: CHM 212 with a C or higher.

CHM 361 INSTRUMENTAL ANALYSIS Credits: 4

A study of the theory and practice of modern chemical instrumental analysis including optical spectroscopy, atomic spectroscopy, chromatography, nuclear magnetic resonance spectroscopy, infrared spectrometry, and luminescence spectrometry.

Prerequisites: CHM 360 with a C or higher.

CHM 399E EXPERIMENTAL COURSE-CHEMISTRY Credit: 1

Experimental course option varies by term. Please see academic department for course description.

CHM 414 BIOCHEMISTRY I WITH LAB Credits: 4

Overview of the structure and function of biomolecules with an emphasis on protein structure and protein synthesis. Cellular energy metabolism including a thorough study of enzyme kinetics, glycolysis, the citric acid cycle, oxidative phosphorylation and photosynthesis.

Prerequisites: CHM 345 and BIO 211 and MTH 231 with a C or higher.

CHM 414L BIOCHEMISTRY LAB Credits: 0**CHM 415 BIOCHEMISTRY II WITH LAB Credits: 4**

Detailed study of the structure and function of lipids and nucleic acids. Biochemistry of nitrogen-containing compounds including nitrogen fixation and the urea cycle. Additional topics may include integration of mammalian metabolism, physiology of metabolic diseases, bioinformatics and genomics.

Prerequisites: CHM 414 with a C or higher.

CHM 415L BIOCHEMISTRY II LAB Credits: 0**CHM 421 TOXICOLOGY/RISK ASSESSMENT Credits: 3**

Introduction to the use of toxicology and risk assessment in the management of hazardous substances. The course will explore the sources, emissions, distributions and fate of various classes of contaminants, the theory and method of toxicology and ecotoxicology, exposure analysis, and selected toxicant modes of action.

Prerequisites: CHM 321 with a C or higher

Corequisites: ENV 431.

CHM 441 PHYSICAL CHEMISTRY Credits: 3

Atomic and molecular properties including such areas as thermodynamics, chemical kinetics, macroscopic chemical systems, and molecular spectroscopy.

Prerequisites: CHM 345 and MTH 212 with a C or higher.

CHM 442 PHYSICAL CHEMISTRY I Credits: 3

Students in the course will learn the fundamental physical principles of chemical thermodynamics and chemical kinetics.

Prerequisites: MTH 211 and PHY 212 and CHM 345 with a C or higher.

CHM 443 PHYSICAL CHEMISTRY II Credits: 3

The emphasis in the course will be the development of fundamental principles of quantum theory and its applications to atomic and molecular structure and spectroscopy.

Prerequisites: CHM 442 and MTH 212 with a C or higher.

CHM 488 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

CHM 490 RESEARCH IN CHEMISTRY Credits: 3

Experience in hands-on research on a topic agreed upon by the student and a specific faculty member. Includes research planning, background reading, experimental laboratory work, and a concluding report. May be taken up to two times for credit.

Prerequisites: Sophomore status and instructor permission.

CHM 492 SENIOR THESIS PREP Credit: 1
This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Junior or Senior status, CHM 490 recommended.

CHM 493 THESIS I: LIT REVIEW/PROJECT Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: CHM 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

CHM 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: CHM 493 with a C or higher.

CHM 496 CHEMISTRY PRACTICUM Credits: 1.5-3

Supervised experience in a setting related to the student's career interests. Requires 135 documented hours of experience at a practicum site, a final written summary and a concluding presentation at a scheduled senior symposium.

Prerequisites: Junior or Senior status as a chemistry major required.

CHM 499 TEACHING ASSISTANT Credit: 1

An opportunity for junior or senior chemistry majors to design labs, prepare lessons, and assist in teaching chemistry courses they have completed successfully.

Prerequisites: Upper division standing and Instructor permission.

Chemistry - Freshman

Bachelor of Arts in Chemistry

Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
LDR 198	CONCORDIA COMMITMENT	1
HUM 152	HOW THE WEST CAME TO BE	3
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements

Code	Title	Credits
Chemistry		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 288	DEPARTMENTAL SEMINAR	2
& CHM 488 and DEPARTMENTAL SEMINAR		
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
CHM 345	ORGANIC CHEMISTRY II WITH LAB	4
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
CHM 442	PHYSICAL CHEMISTRY I	3
CHM 443	PHYSICAL CHEMISTRY II	3
Select one of the following:		3-5

CHM 492	SENIOR THESIS PREP	
& CHM 493	and THESIS I: LIT REVIEW/PROJ	
& CHM 494	and THESIS II: RSCH, WRIT, DEFENSE	
CHM 496	CHEMISTRY PRACTICUM	
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Emphasis Area		
Select twelve hours that cannot include any of the required courses		12
Total Credits		78-80

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Chemistry - Transfer

Bachelor of Arts in Chemistry

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	

REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Chemistry		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 288	DEPARTMENTAL SEMINAR	2
& CHM 488 and DEPARTMENTAL SEMINAR		
CHM 344	ORGANIC CHEMISTRY I WITH LAB	4
CHM 345	ORGANIC CHEMISTRY II WITH LAB	4
CHM 414	BIOCHEMISTRY I WITH LAB	4
CHM 415	BIOCHEMISTRY II WITH LAB	4
CHM 442	PHYSICAL CHEMISTRY I	3
CHM 443	PHYSICAL CHEMISTRY II	3
Select one of the following:		3-5
CHM 492	SENIOR THESIS PREP	
& CHM 493	and THESIS I: LIT REVIEW/PROJ	
& CHM 494	and THESIS II: RSCH, WRIT, DEFENSE	
CHM 496	CHEMISTRY PRACTICUM	
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Emphasis Area		
Select twelve hours that cannot include any of the required courses		12
Total Credits		78-80

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

English (B.A.)

The courses in the English major paint a diverse but coherent portrait of humanity, both past and present, Western and non-Western, men and women, rich and poor. The major is interdisciplinary in nature, concerned with the nexus of the relationship between literature, history, and culture. The theme "Cultures in Transition" supplies a focus for all the courses offered within the major. The English major provides small classes that intentionally create opportunities for students to work closely with faculty and other students, fostering clear thinking and the development of problem solving skills. Capitalizing on its urban setting, the English major provides a bridge to your career by offering field work experiences and internships in local businesses, public TV or radio, newspapers, or the arts community. Admission to the English major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and the successful completion of 45 college level credits.

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ENG 101 THEMES IN AMERICAN LIT-PARADOX Credits: 3

Introduction to college level writing and critical thinking.

ENG 199E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

ENG 202 INTRO TO SPEECH Credits: 2

Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

ENG 202H INTRO TO SPEECH - HONORS Credits: 2

Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

ENG 206 INTRO TO THEATRE Credits: 2

Explores the world of the theatre as it stretches from the creation of the script to the opening night performance. Introduces students to the major genres of drama and styles of production. A representative selection of plays is read and discussed. Students will also view several live performances.

ENG 208 ACTING I Credits: 2

Investigates the actor's art and discipline. The development of internal and external skill is stressed. Includes the performance of scenes.

ENG 217 LITERARY JOURNAL I Credit: 1

A practicum in the composition, development, editing, and publication of The Promethean, Concordia University's annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

Prerequisites: WR 121 with a D or higher.

ENG 218 LITERARY JOURNAL II Credit: 1

Continuation of the practicum in the composition, development, editing, and publication of The Promethean, Concordia University's annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

Prerequisites: WR 121 with a D or higher and ENG 217.

ENG 222 BRITISH LITERATURE I Credits: 3

Readings include representative British prose, poetry and drama from the 8th-century Anglo-Latins through the 17th-century Cavalier poets. Special emphases in the course include pre-Norman literature (especially the epic, Beowulf), Arthurian literature, medieval lyric poetry, Chaucer and Elizabethan/Jacobean drama. Some examination of Middle English texts and language will be included.

Prerequisites: WR 121 with a D or higher.

ENG 223 BRITISH LITERATURE II Credits: 3

Readings include representative British prose, poetry and drama from the early 17th-century to the early 21st century. Special emphases in the course include Milton's Paradise Lost, the early English novel (especially Fielding), Romantic poetry, the Victorian novel (especially Dickens), the Aesthetic movement, the War Poets and absurdist theatre.

Prerequisites: WR 121 with a D or higher.

ENG 231 AMERICAN LITERATURE I Credits: 3

A critical and multi-cultural study of major writers and themes in 17th - 19th century American literature. Discusses the role of literature in the creation of our culturally diverse national identity.

Prerequisites: WR 121 with a D or higher.

ENG 232 AMERICAN LITERATURE II Credits: 3

A critical study of major writers of 20th century American literature (e.g., James, Hemingway, Faulkner, Bellow, Morrison). Special attention will be paid to the relationship between cultural/political ideas and literature, including the impact of the world wars, Existentialism, and the role of women and minorities.

Prerequisites: WR 121 with a D or higher.

ENG 299E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

ENG 310 WORLD DRAMA Credits: 3

A study of theatrical literature with emphasis on the theatre as an arena for the rehearsal of cultural arguments. Plays studied will include works representative of the comic, tragic, neoclassical, romantic, Marxist, realist and absurdist traditions by such playwrights as Aristophanes, Euripides, Shakespeare, Racine, Moliere, Ibsen, Shaw, Delaney, Bjorneboe, Brecht and Beckett.

Prerequisites: WR 121 with a D or higher.

ENG 312 INTRO TO POETRY Credits: 3

An introduction to the principles and practice of poetic interpretation and composition. Students will develop critical interpretation and evaluation skills through careful reading and discussion of classical and contemporary examples. May be repeated once for a total of six credits if the topics of each class are unique.

Prerequisites: WR 121 with a D or higher.

ENG 315 THE WORLD NOVEL Credits: 3

A survey of the novel including writers within the world's many literary communities with an emphasis on the novel as a medium for the transmission of personal, communitarian, political, religious, and philosophical values. Study will focus on the place and function of the novel in the literary traditions of and by writers from Germany, Russia, Brazil, Cuba, Nigeria, China, Japan, Israel, and Sri Lanka.

Prerequisites: WR 121 with a D or higher.

ENG 321 SHAKESPEARE Credits: 3

Selected reading in the Shakespearean comedies, tragedies, histories, romances and sonnets. Traditional and contemporary analytical methodologies and interpretive approaches to the canon will be utilized.

Prerequisites: WR 121 with a D or higher.

ENG 337 THE SIXTIES IN ITS OWN WRITE Credits: 3

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counterculture, and the Women's movement.

Prerequisites: WR 121 with a D or higher.

ENG 342 WOMEN'S HISTORY & LITERATURE Credits: 3

A broadly interdisciplinary course (drawing from psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

Prerequisites: WR 121 with a D or higher.

ENG 343 GENDER, RACE & LITERATURE Credits: 3

In this course, we will examine race and gender, and economic class as issues played out and discussed in fiction and nonfiction works from American literature, film and advertising. Although the focal point of the course is on the American experience, students will be exposed to comparative studies involving international contexts. Race, gender, and class pervade our lives in seen and often unseen ways, and our awareness of them increases our capacity for compassion and critical thought. This is a literature based course centered on discussion, research and writing.

Prerequisites: WR 121 with a D or higher.

ENG 348 FILM & LITERATURE Credits: 3

An exploration of the grammar of film, the relationship between film and literature, and the cultural concerns exposed in film.

Prerequisites: WR 121 with a D or higher.

ENG 350 CARIBBEAN & LATIN AM LIT Credits: 3

Study of key themes in novels and short stories written by writers from various countries across the Caribbean and Latin America and how this literature reflects and creates cultural identity. Core themes include race, socio-economic class, gender, sexuality, religion, spirituality, and politics.

Pre-requisites: WR 121 with a D or higher.

ENG 355 AFRICAN LITERATURE Credits: 3

A class exploring contemporary African literature including fiction, film, poetry, drama, and nonfiction.

Prerequisites: WR 121 with a D or higher.

ENG 363 THE EUROPEAN NOVEL Credits: 3

A study of representative European fiction from the 18th to the 21st centuries. Readings will include works by such novelists as Voltaire, Victor Hugo, Gogol, Hesse, Silone, Camus, Sartre, and David Lodge. Special attention will be dedicated to identifying the relationship of these writers to their cultures and analyzing critical responses to their texts.

Prerequisites: WR 121 with a D or higher.

ENG 399E EXPERIMENTAL COURSE-ENGLISH Credits: 3

Experimental course option varies by term. Please see academic department for course description.

ENG 439 LINGUISTICS Credits: 3

Study of general principles of linguistics (phonology, morphology, syntax and semantics). Seen from a historical and socio-linguistics perspective.

Prerequisites: WR 121 with a D or higher.

ENG 462 THE HERO Credits: 3

A study of selected heroes (ancient, modern and contemporary) in order to understand the role of the hero in specific times and place, including especially our own time. Focus provided by Joseph Campbell's idea of the hero's journey. Representative heroes include Odysseus, Aeneas, Dante, King Arthur, Faust, and the hero of Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*.

Prerequisites: WR 121 with a D or higher.

ENG 464 THE GOTHIC NOVEL Credits: 3

An extensive study of the Dark Romantic tradition in British literature with special emphasis devoted to the 19th-century Gothic novel. Readings in the Literature of Terror will include *The Monk* by M.G. Lewis, *Frankenstein* by Mary Shelley, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *Uncle Silas* by Joseph Sheridan Le Fanu, *She* by H. Rider Haggard, *Dracula* by Bram Stoker and *The Sorrows of Satan* by Marie Corelli. Supplementary readings will include Lord Byron's closet drama, *Manfred*, excerpts from Milton's epic poem, *Paradise Lost* and representative works by the Satanic school of Romantic poets. Particular attention will be paid to examining culturally volatile conditions that contributed to the generation of Dark Romantic sensibilities in 19th-century British fiction.

Prerequisites: WR 121 with a D or higher.

ENG 480 RELIGION AND LITERATURE Credits: 2

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' *Narnia*, tragic literature such as Elie Wiesel's *Night*, or comedic literature such as Shakespeare's *As You Like It*.

Pre-requisites: REL 211 or REL 221 with a D or higher.

ENG 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

ENG 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: ENG 482 with a C or higher.

ENG 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: ENG 482 with a C or higher.

ENG 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

ENG 493 THESIS I: LIT REVIEW/PROJ
DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: ENG 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

ENG 494 THESIS II: RSCH, WRIT,
DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: ENG 493 with C or higher.

ENG 496 ENGLISH PRACTICUM Credits: 3

Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.

Prerequisites: Senior status as an English major.

ENG 499 INDEPENDENT STUDY Credits:
1-3

English - Freshman
Bachelor of Arts in English
Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3

or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
Studies in Arts & Sciences (18)		
Natural Science		
Fine Arts		
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		
Total Credits		50

Major Requirements

Code	Title	Credits
English Core (33)		
Cannot duplicate Concentration courses		
AMERICAN LITERATURE		
Select one of the following:		
ENG 231 AMERICAN LITERATURE I		
ENG 232 AMERICAN LITERATURE II		
ENG 342 WOMEN'S HISTORY & LITERATURE		
ENG 337 THE SIXTIES IN ITS OWN WRITE		
ENG 343 GENDER, RACE & LITERATURE		
ENG 348 FILM & LITERATURE		
BRITISH LITERATURE		
Select one of the following:		
ENG 222 BRITISH LITERATURE I		
ENG 223 BRITISH LITERATURE II		
ENG 321 SHAKESPEARE		
WORLD LITERATURE		
Select one of the following:		
ENG 310 WORLD DRAMA		
ENG 315 THE WORLD NOVEL		
ENG 462 THE HERO		
CAREER OPPORTUNITIES		
Select three credits from the following:		
ENG 217 LITERARY JOURNAL I		
ENG 218 LITERARY JOURNAL II		
WR 304 CREATIVE NON-FIC: ART OF ESSAY		
WR 305 JOURNALISM		
WR 307 SCIENCE WRITING SOCIAL CHANGE		
WR 308 ADVANCED RESEARCH WRITING		
WR 352 CREATIVE WRITING		
SENIOR PROJECT		
Select one of the following options:		

ENG 492 SENIOR THESIS PREP & ENG 493 and THESIS I: LIT REVIEW/PROJ & ENG 494 DES	
and THESIS II: RSCH, WRIT, DEFENSE	
ENG 496 ENGLISH PRACTICUM	
ENGLISH ELECTIVE CREDITS	16-18
Select 16-18 English elective credits - cannot duplicate Concentration courses	
Concentrations (9)	9
Choose one Concentration	
Gender Studies	
Choose nine credits	
WR 303 RHETORIC APPR TO LIT & CULTURE	
ENG 342 WOMEN'S HISTORY & LITERATURE	
ENG 343 GENDER, RACE & LITERATURE	
ENG 350 CARIBBEAN & LATIN AM LIT	
ENG 355 AFRICAN LITERATURE	
Creative Writing	
WR 304 CREATIVE NON-FIC: ART OF ESSAY	
WR 352 CREATIVE WRITING	
ENG 312 INTRO TO POETRY	
Communications	
Choose nine credits	
WR 305 - May be repeated when one section is designated as JOURNALISM and one is NEWSPAPER (3-6)	
ENG 348 FILM & LITERATURE	
HST 331 MEDIA & CULT IN AMERICA	
HUM 288/HUM 488 JAPANESE POP CULTURE (1)	
Total Credits	42

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

English - Non-native English Speaker

Bachelor of Arts in English

Non-native English Speaker

General Education Requirements

Code	Title	Credits
Freshman Foundation (15-20)		
WR 121	ENGLISH COMPOSITION	3
WR 107	ENGLISH COMP ESL (take with WR 121) ¹	3
ENG 202	INTRO TO SPEECH ¹	2
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		49

Major Requirements

Code	Title	Credits
English Core (33)		
Cannot duplicate Concentration courses		
	AMERICAN LITERATURE	3
Select one of the following:		
	ENG 231 AMERICAN LITERATURE I	
	ENG 232 AMERICAN LITERATURE II	
	ENG 337 THE SIXTIES IN ITS OWN WRITE	
	ENG 342 WOMEN'S HISTORY & LITERATURE	
	ENG 343 GENDER, RACE & LITERATURE	
	ENG 348 FILM & LITERATURE	
	BRITISH LITERATURE	3

Select one of the following:		
	ENG 222 BRITISH LITERATURE I	
	ENG 223 BRITISH LITERATURE II	
	ENG 321 SHAKESPEARE	
	WORLD LITERATURE	3
Select one of the following:		
	ENG 310 WORLD DRAMA	
	ENG 315 THE WORLD NOVEL	
	ENG 462 THE HERO	
	CAREER OPPORTUNITIES	3
Select three credits from the following:		
	ENG 217 LITERARY JOURNAL I	
	ENG 218 LITERARY JOURNAL II	
	WR 304 CREATIVE NON-FIC: ART OF ESSAY	
	WR 305 JOURNALISM	
	WR 308 ADVANCED RESEARCH WRITING	
	WR 352 CREATIVE WRITING	
	SENIOR PROJECT	3-5
Select one of the following options:		
	ENG 492 SENIOR THESIS PREP	
	& ENG 493 SENIOR THESIS I: LIT REVIEW/PROJ	
	& ENG 494 SENIOR THESIS II: RSCH, WRIT, DEFENSE	
	ENG 496 ENGLISH PRACTICUM	
	ENGLISH ELECTIVE CREDITS	16-18
Select 16-18 English elective credits - cannot duplicate Concentration courses		
Concentrations (9)		
Choose one Concentration		
Gender Studies		
Choose nine credits		
	WR 303 RHETORIC APPR TO LIT & CULTURE	
	ENG 342 WOMEN'S HISTORY & LITERATURE	
	ENG 343 GENDER, RACE & LITERATURE	
	ENG 350 CARIBBEAN & LATIN AM LIT	
	ENG 355 AFRICAN LITERATURE	
Creative Writing		
	WR 304 CREATIVE NON-FIC: ART OF ESSAY	
	WR 352 CREATIVE WRITING	
	ENG 312 INTRO TO POETRY	
Communications		
Choose nine credits		
	WR 305 JOURNALISM (May be repeated when one section is designed as JOURNALISM and one is NEWSPAPER (3-6))	
	ENG 348 FILM & LITERATURE	
	HST 331 MEDIA & CULT IN AMERICA	

HUM 288/488 JAPANESE POP CULTURE

Total Credits 42

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

¹ May be waived with score of 80 on TOEFL-iBT or 550 on TOEFL-PBT exams within past 2 years.

English - Transfer

Bachelor of Art in English

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
	Humanities	3
	Ex: Lit, World History, Music History	
	Physical Education	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
WR 30X	(upper division Writing course)	3
	Social Science	3

Electives (6) - At least three must be upper division credits outside major	6	WR 303 RHETORIC APPR TO LIT & CULTURE
Total Credits	49	ENG 342 WOMEN'S HISTORY & LITERATURE
		ENG 343 GENDER, RACE & LITERATURE
		ENG 350 CARIBBEAN & LATIN AM LIT
		ENG 355 AFRICAN LITERATURE
		Creative Writing
		WR 304 CREATIVE NON-FIC: ART OF ESSAY
		WR 352 CREATIVE WRITING
		ENG 312 INTRO TO POETRY
		Communications
		Choose nine credits
		WR 305 - May be repeated when one section is designated at JOURNALISM and one is NEWSPAPER (3-6)
		ENG 348 FILM & LITERATURE
		HST 331 MEDIA & CULT IN AMERICA
		HUM 288/HUM 488 JAPANESE POP CULTURE (1)
		Total Credits
	42	

Major Requirements

Code	Title	Credits
English Core (33)		
Cannot duplicate Concentration courses		
AMERICAN LITERATURE		3
Select one of the following:		
ENG 231 AMERICAN LITERATURE I		
ENG 232 AMERICAN LITERATURE II		
ENG 342 WOMEN'S HISTORY & LITERATURE		
ENG 337 THE SIXTIES IN ITS OWN WRITE		
ENG 343 GENDER, RACE & LITERATURE		
ENG 348 FILM & LITERATURE		
BRITISH LITERATURE		3
Select one of the following:		
ENG 222 BRITISH LITERATURE I		
ENG 223 BRITISH LITERATURE II		
ENG 321 SHAKESPEARE		
WORLD LITERATURE		3
Select one of the following:		
ENG 310 WORLD DRAMA		
ENG 315 THE WORLD NOVEL		
ENG 462 THE HERO		
CAREER OPPORTUNITIES		3
Select three credits from the following:		
ENG 217 LITERARY JOURNAL I		
ENG 218 LITERARY JOURNAL II		
WR 304 CREATIVE NON-FIC: ART OF ESSAY		
WR 305 JOURNALISM		
WR 307 SCIENCE WRITING SOCIAL CHANGE		
WR 308 ADVANCED RESEARCH WRITING		
WR 352 CREATIVE WRITING		
SENIOR PROJECT		3-5
Select one of the following options:		
ENG 492 SENIOR THESIS PREP & ENG 493 and THESIS I: LIT REVIEW/PROJ & ENG 494 DES		
and THESIS II: RSCH, WRIT, DEFENSE		
ENG 496 ENGLISH PRACTICUM		
ENGLISH ELECTIVE CREDITS		16-18
Select 16-18 English elective credits - cannot duplicate Concentration courses		
Concentrations (9)		9
Choose one Concentration		
Gender Studies		
Choose nine credits		

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Global Studies (B.A.)

Concordia University's Bachelor of Arts in Global Studies is designed to help students find their place in the world and learn how they can make a difference. The learning community will extend well beyond the classroom in Portland, including a semester abroad that is built into the program. In addition, internship and research opportunities help build cultural competency and prepare the student for a broad range of careers – many with international options. With an overarching focus on the complex role and influence of religion worldwide, this interdisciplinary program begins with a core of six foundational courses, then allows the student to mix and match classes from a variety of disciplines – including science, business, history, and political science. As a result, graduates will

have a powerful set of tools and a well-rounded understanding of today's global realities, ready to enter the job market or head to grad school as true citizens of the world. The Bachelor of Arts in Global Studies will prepare students to engage a diverse and intercultural world by serving as leaders in national and international agencies, organizations and businesses.

Bachelor of Arts in Global Studies

Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15 credits)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6 credits)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11 credits)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
Studies in Arts & Sciences (18 credits)		
Natural Science		
Fine Arts		
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements (50 credits)

Code	Title	Credits
Global Studies Core (18 credits)		
GS 201	OUR GLOBAL WORLD	3
GS 301	GLBL POLITICS, CLTRL ID, COMMRC	3
GS 302	GLOBAL HUMAN ISSUES	3
GS 303	GLOBAL CHALLENGES & SOLUTIONS	3
GS 304	INTERCULTURAL ENGAGEMENT	3
GS 460	RELIGION IN THE MODERN WORLD	3

or REL 460 RELIGION IN THE MODERN WORLD

Study Abroad Experience (3 credits) 3

A minimum of 3 semester credits, with a grade of C- or higher, will meet this requirement, although most students will need to complete at least 12 credits while abroad to stay on track for degree completion. A roadmap of where these additional credits might apply in your program will be determined as you develop your plan of study for your time abroad.

IST 199 INTERNATIONAL STUDIES 3

or IST 39 INTERNATIONAL STUDIES

Electives by Theme

Global Political Affairs & Cultural Identity (6 credits) 6

Select six credits from the following:

ENG 439 LINGUISTICS 3

HSEM 310 INTEREST INTEGRATION 3

HSEM 332 ROOTS OF TERRORISM 3

HST 335 HISTORY & CULTURE OF INDIA 3

HST 355 HISTORY OF THE MIDDLE EAST 3

HST 364 MODERN ASIA 3

HST 365 INTRO TO INTL RELATIONS 3

REL 381 FLD EXP CROSS-CULTURE UNDERST 3

SCW 353 SW PRACTICE W/COMMUNITY & ORG 3

SCW 354 SPIRITUAL & CULTURAL DIVERSITY 3

SCW 354 SPIRITUAL & CULTURAL DIVERSITY 3

SCW 354 SPIRITUAL & CULTURAL DIVERSITY 3

Global Commerce, Economics & Resource Sustainability (6 credits) 6

Select six credits from the following:

BA 203 FUNDAMENTALS OF ECONOMICS 4

BA 331 GLOBAL BUSINESS 3

BA 344 INT'L TRADE/FIN/MON ISSUES 3

BIO 370 FIELD BIOLOGY (May be repeated with unique topics) 3

BIO 411 ECOLOGY 3

HHS 451 HLTH & HUMAN SERVICES SEMINAR (May be repeated with unique topics) 1

REL 403 THEOLOGY OF ECOLOGY 2

SCI 112 ENVIRONMENTAL SCIENCE WITH LAB 3

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

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SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

HSEM 401 MORAL DESCN MKG,POLCS,CIV 3

RGHT

PSY 380 GLOBAL PERSPECTIVES ON PSYCH 3

SOC 220 PRINCIPLES OF SOCIOLOGY 3

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

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SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

SOM 451 SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics) 1

Religion in the Modern World (6 credits) 6

Select six credits from the following:

PHL 361 INTRO TO ETHICS 3

or REL 361 INTRO TO ETHICS

HUM 382 ISSUES CHRISTIANITY/OTH RELIG 3

or REL 382 ISSUES CHRISTIANITY/OTH RELIG

HSEM 406 CHAR ETHICS OF LEADERSHIP 3

REL 471 RELIGIOUS WORLDS 3

Senior Capstone (5 credits) 5

GS 482 INTERNSHIP PREP 1

GS 483 INTERNSHIP I 2

GS 484 INTERNSHIP II 2

or

GS 492 SENIOR THESIS PREP 1

GS 493 THESIS I: LIT REVIEW/PROJ DES 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

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GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

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GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

GS 494 THESIS II: RSCH, WRIT, DEFENSE 2

Elective Requirements

A minimum of 124 total semester hours are required to graduate from Concordia with a bachelor's degree. After completing all requirements for the Global Studies program, including the required General Education classes, the student who is pursuing the B.A. in Global Studies is encouraged to use some or all of the remaining general elective hours to specialize in one (or two) of the themes named above.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Bachelor of Arts in Global Studies

Transfer Student

General Education Requirements

Code Title
Transfer Foundation (14)

WR 121 ENGLISH COMPOSITION 3

Humanities 3

Ex: Lit, World History, Music History

Physical Education 2

MTH 110 MATH FOR LIFE 3

or above (excluding MTH 231)

SCI 110 INTRO TO SCIENCE WITH LAB 3

or Lab Science

Spiritual Formation (6)

REL 211 HIST & LIT OF OT 3

or REL 221 HIST & LIT OF NT

REL 401 FAITH FOR LIFE 3

Intercultural Experiences (11)

HUM 351 CHALLENGES OF GLOBAL DIVERSITY 3

REL 371 WORLD RELIGIONS 2

Foreign Language 6

Studies in Arts & Sciences (18)

Natural Science 3

Fine Arts 3

WR 30X (upper division Writing course) 3

Social Science 3

Electives (6) - At least three must be upper division credits outside major 6

Electives (6) - At least three must be upper division credits outside major 6

Electives (6) - At least three must be upper division credits outside major 6

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Electives (6) - At least three must be upper division credits outside major 6

Electives (6) - At least three must be upper division credits outside major 6

Electives (6) - At least three must be upper division credits outside major 6

Major Requirements (50 credits)

Code Title Credits

Global Studies Core (18 credits) 18

GS 201 OUR GLOBAL WORLD 3

GS 301 GLBL POLITICS,CLTRL ID,COMMRCE 3

GS 302 GLOBAL HUMAN ISSUES 3

GS 303 GLOBAL CHALLENGES & SOLUTIONS 3

GS 304 INTERCULTURAL ENGAGEMENT 3

GS 460 RELIGION IN THE MODERN WORLD 3

or REL 460 RELIGION IN THE MODERN WORLD

or REL 460 RELIGION IN THE MODERN WORLD

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or REL 460 RELIGION IN THE MODERN WORLD

or REL 460 RELIGION IN THE MODERN WORLD

or REL 460 RELIGION IN THE MODERN WORLD

or REL 460 RELIGION IN THE MODERN

Select six credits from the following:

ENG 439	LINGUISTICS	3
HSEM 310	INTEREST INTEGRATION	3
HSEM 332	ROOTS OF TERRORISM	3
HST 335	HISTORY & CULTURE OF INDIA	3
HST 355	HISTORY OF THE MIDDLE EAST	3
HST 364	MODERN ASIA	3
HST 365	INTRO TO INTL RELATIONS	3
REL 381	FLD EXP CROSS-CULTURE UNDERST	3
SCW 353	SW PRACTICE W/COMMUNITY & ORG	3
SCW 354	SPIRITUAL & CULTURAL DIVERSITY	3

Global Commerce, Economics & Resource Sustainability (6 credits)

Select six credits from the following:

BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 331	GLOBAL BUSINESS	3
BA 344	INT'L TRADE/FIN/MON ISSUES	3
BIO 370	FIELD BIOLOGY (May be repeated with unique topics)	3
BIO 411	ECOLOGY	3
HHS 451	HLTH & HUMAN SERVICES SEMINAR (May be repeated with unique topics)	1
REL 403	THEOLOGY OF ECOLOGY	2
SCI 112	ENVIRONMENTAL SCIENCE WITH LAB	3
SOM 451	SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics)	1

Justice & Human Rights (6 credits)

Select six credits from the following:

ENG 315	THE WORLD NOVEL	3
ENG 355	AFRICAN LITERATURE	3
HHS 451	HLTH & HUMAN SERVICES SEMINAR (May be repeated with unique topics)	1
HSEM 401	MORAL DESCN MKG,POLCS,CIV RGHT	3
PSY 380	GLOBAL PERSPECTIVES ON PSYCH	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
SOM 451	SCHOOL OF MANAGEMENT SEMINAR (May be repeated with unique topics)	1

Religion in the Modern World (6 credits)

Select six credits from the following:

PHL 361	INTRO TO ETHICS	3
	or REL 361 INTRO TO ETHICS	
HUM 382	ISSUES CHRISTIANITY/OTH RELIG	3
	or REL 382 ISSUES CHRISTIANITY/OTH RELIG	

HSEM 406	CHAR ETHICS OF LEADERSHIP	3
REL 471	RELIGIOUS WORLDS	3
Senior Capstone (5 credits)		5
GS 482	INTERNSHIP PREP	1
GS 483	INTERNSHIP I	2
GS 484	INTERNSHIP II	2
or		
GS 492	SENIOR THESIS PREP	1
GS 493	THESIS I: LIT REVIEW/PROJ DES	2
GS 494	THESIS II: RSCH, WRIT, DEFENSE	2
Total Credits		50

Elective Requirements

A minimum of 124 total semester hours are required to graduate from Concordia with a bachelor's degree. After completing all requirements for the Global Studies program, including the required General Education classes, the student who is pursuing the B.A. in Global Studies is encouraged to use some or all of the remaining general elective hours to specialize in one (or two) of the themes named above.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

GS 201 OUR GLOBAL WORLD Credits: 3

Introductory class to the Global Studies program that serves as a backdrop to many of the global challenges and opportunities present in the 21st century.

GS 301 GLBL POLITICS,CLTRL ID,COMMRCE Credits: 3

Introduction to two primary themes within a globalized world: global political affairs and cultural identity, and global commerce, economics, and resource sustainability.

Prerequisites: GS 201 with a C or higher.

GS 302 GLOBAL HUMAN ISSUES Credits: 3

Introduction to two primary themes within a globalized world: human rights and social justice, and global public health and education.

Prerequisites: GS 201 with a C or higher.

GS 303 GLOBAL CHALLENGES & SOLUTIONS Credits: 3

Introduction to contemporary global challenges and solutions that are currently in the news.

Prerequisites: GS 201 with a C or higher.

GS 304 INTERCULTURAL ENGAGEMENT Credits: 3

Introduction to the opportunities and challenges of living and studying internationally with an emphasis on intercultural communication and building intercultural competence.

Prerequisites: GS 201 with a C or higher; Course must be taken prior to any study abroad experience connected to the Global Studies program.

GS 460 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: REL 371 with a D or higher.

GS 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

GS 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: GS 482 with a C or higher.

GS 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: GS 482 with a C or higher.

GS 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division standing as a Global Studies major and Division Chair approval.

**GS 493 THESIS I: LIT REVIEW/PROJ
DES Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: GS 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**GS 494 THESIS II: RSCH, WRIT,
DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: GS 493 with a C or higher.

History (B.A.)

The History major prepares students for a variety of careers and professions. Because it develops highly competent writers and communicators, history majors frequently find employment in the fields of communication and public relations, as well as marketing and advertising. It also serves as an excellent preparation for students who are interested in politics and public policy. Many students use the history major as a springboard into the Master of Arts in Teaching (MAT), often as a preparation for a career in secondary education. Finally, the history major is ideally suited for students who are planning to go on to graduate school, especially if the desired career is in the social sciences or law. Admission to the History major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and the successful completion of 45 college level credits.

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- History (p. 101)
- History (p. 102)

**HST 201 INTRO TO AMERICAN
GOVT Credits: 3**

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

**HST 202 EUROPE IN TRANSITION
1300-1789 Credits: 3**

This course is an introduction to the major political, economic, religious and cultural events, and issues from the late Middle Ages to the French Revolution. Concentrated attention is given to the waning of the Middle Ages, the Renaissance, Reformation, the Thirty Years War, Scientific Revolution, Louis XIV, and the Enlightenment.

HST 203 EUROPE SINCE 1789 Credits: 3

This course surveys the history of Europe from the French Revolution to the present. The main emphasis will be on comprehending the causes of long-term historical change, identifying continuities and discontinuities in the historical process, understanding the experience of ordinary people in past times, and perceiving how past events have helped shape the world in which we live today. Though we will take a roughly chronological approach, many subjects will overlap along the historical timeline. In addition to being a primer on the contours of European history during this period, this course is intended to introduce students to the work of all scholars in the human sciences, i.e., reading and analyzing documents from the culture under study. For the historian, this is his/her most important task, since history is less a mass of facts than it is historians' collective interpretation of surviving documents and artifacts. This course is also designed to improve your ability to write about and discuss the facts and documents to which you have been introduced.

HST 215 AMERICAN CIV I Credits: 3

This course provides a survey of American civilization from pre-Columbus era through the Civil War. The class focuses on the forces which shaped the political, economic, social and cultural history of the American colonies and the United States during these centuries. There will be a particular emphasis on the New World as a meeting place of different cultures, race, religions and ethnic backgrounds. How all of these multitudes of people have contributed to the creation of a uniquely American nation and society is one of the key issues and questions which will drive this course.

HST 216 AMERICAN CIV II Credits: 3

This course provides a survey of American civilization from the Reconstruction period to the present. The goal and focus of the class is to trace the key developments in American history over the last 150 years in order to gain a deeper understanding of the present-day United States. For the same reason, the class will be purposefully interdisciplinary and will combine an historical approach with the study of literature as well as films.

**HST 288 DEPARTMENTAL
SEMINAR Credit: 1**

Seminars in subjects relating to the field of literary study.

**HST 299E EXPERIMENTAL
COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

HST 311 ART HISTORY I Credits: 2

Art History I studies the history and culture of world civilizations from Pre-History to the Late Medieval era in Italy. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

HST 313 ART HISTORY II Credits: 2

Art History II studies the history and culture of world civilizations from the Late Medieval era in Italy to Contemporary art movements today. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

**HST 331 MEDIA & CULT IN
AMERICA Credits: 3**

This course will provide students with an overview of the development of our media society and discuss some of the effects media had and has on our lives. It will cover the origins of the respective media (advertising, film, television, etc.) and analyze their interaction with the political, social, and economic changes of 20th century America. In the latter part of the course, the focus will shift on the most important current media debates and controversies in connection with journalism and media concentration, news as infotainment, sex and violence in the media, the ongoing gender and racial stereotypes perpetuated by the media, advertising, as well as the rise and impact of the new media.

**HST 332 RACE & ETHNIC IN AM
CUL Credits: 3**

This course combines a thematic and chronological approach in surveying the race relations in the United States from the post-Civil War period to the present day. While far from comprehensive, it highlights some of the pivotal events and developments over the past 150 years. It is meant as an introductory course to some of the central and recurring themes and issues in terms of racial relations. Its focus is on three minorities in particular: African Americans, Asian Americans, and Latino/Latina Americans.

**HST 335 HISTORY & CULTURE OF
INDIA Credits: 3**

The course will present the long history and varied culture of the land of India. The lasting influences of the great empires that covered the land and the major religions that continue to live in the land will be discussed, with special reference to the pervasive influence of the ancient Hindu traditions. Speakers, excursions, and videos will be featured in the course.

**HST 336 UNITED STATES SINCE
1945 Credits: 3**

An exploration of the major political economic and cultural transformations of the United States in the second half of the 20th century. Among others, this course will examine the impact of the Cold War and the new role of the United States in the world, the political realignments of the postwar era and the social and political upheavals of the 1960s, 1970s and 1980s. Finally, this course will explore the reasons for the increased political polarization and the changed role of the United States in world affairs over the past 30 years.

**HST 337 THE SIXTIES IN ITS OWN
WRITE Credits: 3**

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counter-culture, and the Women's movement.

Prerequisites: WR 121 with a D or higher.

**HST 342 WOMEN'S HISTORY &
LITERATURE Credits: 3**

A broadly interdisciplinary course (drawing from literature, psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

Prerequisites: WR 121 with a D or higher.

HST 347 MODERN GERMANY Credits: 3

An overview of Germany in the 20th Century. It examines the First World War, the Weimar Republic, the Nazi Era, East and West Germany, and finally, reunification.

HST 348 MODERN RUSSIA Credits: 3

This course focuses on the development of Russian politics, society, economics, and international relations between 1905 and the present. Emphases include the 1917 Bolshevik Revolution, the Terror Famine and the Great Terror, the Second World War, the Cold War, the final collapse of the Soviet Union, and contemporary issues in Russian society.

**HST 349 RENAISSANCE &
REFORMATION Credits: 3**

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

Pre-requisites: REL 211 or REL 221 with a D or higher.

**HST 351 RELIGION IN AMER LIFE Credits:
3**

Explore the fascinating topic of the role of Religion in shaping the life of Americans. As a nation that has been influenced predominantly by Christianity since its very beginning, we'll ask about what has changed in the last few centuries. What makes us the kind of religious people we are today? With a focus on the role of religion in our society, especially from a Christian perspective, we'll see that much has changed. Is this for good or for ill? What caused the changes? How does American Religion affect our everyday lives even if we don't consider ourselves religious? We will explore these and many more questions.

**HST 352 CH HST I: EARLY CHURCH TO
REF Credits: 3**

This course provides the student with a basic understanding of the history of the Christian Church in its early formative years until the Reformation period. The course covers the intellectual, artistic, liturgical, organizations, devotional and mission activities of the church, utilizing primary source materials. Emphasis is given to inspiring figures of the era and the challenge they bring also to our contemporary church work.

**HST 353 CH HST II: REFORM TO
TODAY Credits: 3**

This course explores the history of the Christian Church from era of the Reformation through the present, with special attention paid to broad movements which continue to impact the religious scene in much of the world, but especially in North America. Extensive readings in original documents will facilitate an ability to grasp the thought and importance of various figures as well as build critical thinking skills associated with the study of History.

**HST 355 HISTORY OF THE MIDDLE
EAST Credits: 3**

The Middle East ranks as one of the most troubled regions of the globe politically, economically and culturally. The Israeli-Palestinian conflict, the resurgence of a militant Islam and the other ongoing conflicts throughout the region have given the Middle East a reputation as a powder keg. This course will attempt to account for the instability of the region, which already began in the early 20th century. It will examine the vacuum left by the decline and collapse of the Ottoman Empire, the attempt of Western powers to fill this vacuum, the emergence of quasi-secular nationalism and, finally, the explosive growth of militant Islam.

HST 360 THE HOLOCAUST Credits: 3

This class examines the Nazi German program of mass killings that has come to be known as the Holocaust. It explores the ideas, decisions, and actions that culminated in the murder of an estimated hundred thousand people deemed disabled, perhaps half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor the war itself will all be considered. It will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers.

**HST 361 20TH CENTURY
DICTATORSHIPS Credits: 3**

An examination of Maoist China, Nazi Germany, and Stalinist Russia. Themes will include economics, propaganda, terror, genocide, the role of women, religion, art, music, and cinema.

HST 364 MODERN ASIA Credits: 3

This course explores the political, social, economic and military development of modern Asia from the early nineteenth century to the present. An emphasis on relations between Asian nations themselves and with the outside world will be paramount, with particular focus placed on the emergence of China, Japan, Korea, and Taiwan.

HST 365 INTRO TO INTL RELATIONS Credits: 3

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

HST 388 CLASSICAL GREECE AND ROME TOUR Credits: 0

Visit ancient Greek, Roman, and early Christian locales in Greece, Turkey and/or Italy. Details vary by year. Tour is offered every other year. Enrollment in REL 389 or HST 389 is optional.

HST 389 CLASSICAL GREECE AND ROME Credits: 3

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-states (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

HST 399E EXPERIMENTAL COURSE-HISTORY Credits: 3

Experimental course option varies by term. Please see academic department for course description.

HST 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

HST 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: HST 482 with a C or higher.

HST 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: HST 482 with a C or higher.

HST 488 DEPARTMENTAL SEMINAR Credit: 1

Seminars in subjects relating to the field of literary study.

HST 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

HST 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: HST 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

HST 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: HST 493 with a C or higher.

History - Freshman Bachelor of Arts in History Freshman

General Education Requirements

Code	Title	Credit
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3

	or above (excluding MTH 231)	
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
	WR 30X (upper division Writing course)	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		50

Major Requirements

Code	Title	Credits
Core Requirements		
HST 201	INTRO TO AMERICAN GOVT	3
HST 202	EUROPE IN TRANSITION 1300-1789	3
HST 203	EUROPE SINCE 1789	3
HST 215	AMERICAN CIV I	3
HST 216	AMERICAN CIV II	3
HST 288/488	DEPARTMENTAL SEMINAR	1
HST 492	SENIOR THESIS PREP	1
HST 493	THESIS I: LIT REVIEW/PROJ DES	2
HST 494	THESIS II: RSCH, WRIT, DEFENSE	2
Select 23 credits from the following:		23
	HST 311 ART HISTORY I	
	HST 313 ART HISTORY II	
	HST 331 MEDIA & CULT IN AMERICA	
	HST 332 RACE & ETHNIC IN AM CUL	
	HST 335 HISTORY & CULTURE OF INDIA	
	HST 336 UNITED STATES SINCE 1945	
	HST 337 THE SIXTIES IN ITS OWN WRITE	
	HST 342 WOMEN'S HISTORY & LITERATURE	
	HST 347 MODERN GERMANY	
	HST 348 MODERN RUSSIA	
	HST 349 RENAISSANCE & REFORMATION	
	HST 351 RELIGION IN AMER LIFE	
	HST 352 CH HST I: EARLY CHURCH TO REF	
	HST 353 CH HST II: REFORM TO TODAY	
	HST 355 HISTORY OF THE MIDDLE EAST	

HST 364 MODERN ASIA	
HST 365 INTRO TO INTL RELATIONS	
HST 389 CLASSICAL GREECE AND ROME	
Total Credits	44

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

History - Transfer
Bachelor of Arts in History
Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Core Requirements		
HST 201	INTRO TO AMERICAN GOVT	3
HST 202	EUROPE IN TRANSITION 1300-1789	3
HST 203	EUROPE SINCE 1789	3
HST 215	AMERICAN CIV I	3
HST 216	AMERICAN CIV II	3
HST 288/488	DEPARTMENTAL SEMINAR	1
HST 492	SENIOR THESIS PREP	1
HST 493	THESIS I: LIT REVIEW/PROJ DES	2
HST 494	THESIS II: RSCH, WRIT, DEFENSE	2
Select 23 credits from the following:		23
HST 311 ART HISTORY I		
HST 313 ART HISTORY II		
HST 331 MEDIA & CULT IN AMERICA		
HST 332 RACE & ETHNIC IN AM CUL		
HST 335 HISTORY & CULTURE OF INDIA		
HST 336 UNITED STATES SINCE 1945		
HST 337 THE SIXTIES IN ITS OWN WRITE		
HST 342 WOMEN'S HISTORY & LITERATURE		
HST 347 MODERN GERMANY		
HST 348 MODERN RUSSIA		
HST 349 RENAISSANCE & REFORMATION		
HST 351 RELIGION IN AMER LIFE		
HST 352 CH HST I: EARLY CHURCH TO REF		
HST 353 CH HST II: REFORM TO TODAY		
HST 355 HISTORY OF THE MIDDLE EAST		
HST 364 MODERN ASIA		
HST 365 INTRO TO INTL RELATIONS		
HST 389 CLASSICAL GREECE AND ROME		
Total Credits		44

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Humanities (B.A.)

Credits
The Humanities major exposes students to the disciplines of literature, history, and religious studies to provide an advanced understanding of the cultural heritage of civilization and knowledge of the current human condition. Few majors better prepare students for the rigors of graduate study in law, government, international studies, or conflict resolution/peace studies. Humanities graduates have been highly successful in gaining admittance to competitive graduate schools. Some have chosen to seek licensure to teach high school; others have entered the business world where strong communication and analytical skills are highly valued. Admission to the Humanities major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and the successful completion of 45 college level credits.

- Humanities (p. 104)
- Humanities (p. 105)

HUM 151 ETHICS & CITIZENSHIP Credits: 3

An exploration into the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience, and resistance. The purpose is to familiarize students with the basic theories of moral philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?.

HUM 151H ETHICS & CITIZENSHIP - HONORS Credits: 3

An exploration into the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience, and resistance. The purpose is to familiarize students with the basic theories of moral philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?.

HUM 152 HOW THE WEST CAME TO BE Credits: 3

This course provides an overview of the Western humanistic tradition from the Middle Ages through the 21st century. In particular, it traces the movement from the pre-modern to the modern and, ultimately, to the postmodern world of today. Another theme of the course is to study push and pull between those who emphasize rationality, science and logic and others who underscore the lack of certainty and order at the heart of things. Our ultimate job is to take stock of where we are today by highlighting the links between the past and the present. Finally, this is an interdisciplinary course. It will bring together history, art, literature, philosophy and religion.

HUM 152H HOW THE WEST CAME TO BE-HONORS Credits: 3

This Honors course focuses on a major perennial issue, the challenge of understanding war—and seeking viable alternatives to war. Why do people go to war? What is war: “the continuation of politics by other means”? a biological inevitability? the result of human sin? What is a just war? Is war inevitable? Are there viable alternatives to war? What are they? How can/should we change (personally? societally?) in a way that is likely to generate alternatives to war? What special conditions in the 21st century add to the challenge of war—and to the notion of a just war? What does it feel like to engage in war as a participant? as a noncombatant? What effect does war have on the soldiers? on those back home? on the environment?.

HUM 251 PREMODERN TO POSTMODERN WORLD Credits: 3

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and religion.

Prerequisites: HUM 151 with a D or higher.

HUM 251H PREMOD TO POSTMOD WRLD-HONORS Credits: 3

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and religion.

Prerequisites: HUM 151 or HUM 151H with a D or higher.

HUM 288 DEPARTMENTAL SEMINAR Credit: 1

These seminars are reading and discussion courses in areas related to the humanities. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 288H DEPARTMENTAL SEMINAR -HONORS Credit: 1

These seminars are reading and discussion courses in areas related to the humanities. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 351 CHALLENGES OF GLOBAL DIVERSITY Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 152 with a D or higher or Junior status.

HUM 351H CHALLENGES OF GLOBAL DIV -HON Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 251 or HUM 251H with a D or higher or Junior status.

HUM 351N CHALLENGES OF GLOBAL DIVERSITY Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 152 with a D or higher or Junior status; For Nursing majors only.

HUM 377 DEPARTMENTAL TOUR Credits: 3

A tour offered by the humanities department. Details vary by year.

Prerequisites: Instructor approval.

HUM 381 FLD EXP CROSS-CULTURE UNDERST Credits: 3

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. The student will gain some skill in the language of ministry and research points of contact for effective witnessing.

HUM 382 ISSUES CHRISTIANITY/OTH RELIG Credits: 3

This course will present the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relations between the religions and grow in comfort relating to another religion.

Prerequisites: REL 211 or REL 221 with a D or higher.

HUM 399E EXPERIMENTAL COURSE-HUMANITIES Credits: 3

Experimental course option varies by term. Please see academic department for course description.

HUM 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

HUM 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: HUM 482 with a C or higher.

HUM 484 INTERNSHIP II Credits: 2
Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.
Prerequisites: HUM 482 with a C or higher.

HUM 488 DEPARTMENTAL SEMINAR Credit: 1
These seminars are reading and discussion courses in areas related to the humanities. Upper division credit will require greater participation. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 488H DEPARTMENTAL SEMINAR - HONORS Credit: 1
These seminars are reading and discussion courses in areas related to the humanities. Upper division credit will require greater participation. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 492 SENIOR THESIS PREP Credit: 1
This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

HUM 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2
The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: HUM 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

HUM 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2
The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: HUM 493 with a C or higher.

HUM 499 INDEPENDENT STUDY Credits: 2-3

Humanities - Freshman Bachelor of Arts in Humanities Freshman

General Education Requirements

Code	Title	Credit
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements

Code	Title	Credit
Literature (18)		
Select 12 hours from one emphasis and 6 from the other:		18
AMERICAN LITERATURE EMPHASIS		
ENG 231 AMERICAN LITERATURE I		
ENG 232 AMERICAN LITERATURE II		
ENG 337 THE SIXTIES IN ITS OWN WRITE		
ENG 342 WOMEN'S HISTORY & LITERATURE		
ENG 348 FILM & LITERATURE		
BRITISH & WORLD LITERATURE EMPHASIS		
ENG 222 BRITISH LITERATURE I		
ENG 223 BRITISH LITERATURE II		
ENG 310 WORLD DRAMA		
ENG 315 THE WORLD NOVEL		
ENG 321 SHAKESPEARE		

ENG 363 THE EUROPEAN NOVEL		
ENG 462 THE HERO		
ENG 350 CARIBBEAN & LATIN AM LIT		
History (15)		
HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203 EUROPE SINCE 1789		
Select 12 hours from one of the following emphases:		12
AMERICAN HISTORY EMPHASIS		
HST 215 AMERICAN CIV I		
HST 216 AMERICAN CIV II		
HST 332 RACE & ETHNIC IN AM CUL		
HST 336 UNITED STATES SINCE 1945		
HST 351 RELIGION IN AMER LIFE		
EUROPEAN & WORLD HISTORY EMPHASIS		
HST 349 RENAISSANCE & REFORMATION		
HST 389 CLASSICAL GREECE AND ROME		
HST 355 HISTORY OF THE MIDDLE EAST		
HST 348 MODERN RUSSIA		
HST 364 MODERN ASIA		
PSC 365 INTRO TO INTL RELATIONS		
Religion (6)		
REL 211	HIST & LIT OF OT (whichever not taken as Gen. Ed. Req.)	3
or REL 221 HIST & LIT OF NT		
Select three hours from the following:		3
REL 361 INTRO TO ETHICS		
REL 288/488	RELIGION SEMINAR	
REL 480 RELIGION AND LITERATURE		
Thesis (5)		
HUM 492	SENIOR THESIS PREP	1
HUM 493	THESIS I: LIT REVIEW/PROJ DES	2
HUM 494	THESIS II: RSCH, WRIT, DEFENSE	2
Emphasis Area (12)		
Select 12 hours that may not duplicate major requirements		
Total Credits		56

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education

requirements, especially in the Math and Science areas.

Humanities - Transfer

Bachelor of Arts in Humanities

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
EX: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Literature (18)		
Select 12 hours from one emphasis and 6 from the other:		18
AMERICAN LITERATURE EMPHASIS		
ENG 231 AMERICAN LITERATURE I		
ENG 232 AMERICAN LITERATURE II		
ENG 337 THE SIXTIES IN ITS OWN WRITE		
ENG 342 WOMEN'S HISTORY & LITERATURE		
ENG 348 FILM & LITERATURE		
BRITISH & WORLD LITERATURE EMPHASIS		
ENG 222 BRITISH LITERATURE I		
ENG 223 BRITISH LITERATURE II		

ENG 310 WORLD DRAMA		
ENG 315 THE WORLD NOVEL		
ENG 321 SHAKESPEARE		
ENG 363 THE EUROPEAN NOVEL		
ENG 462 THE HERO		
ENG 350 CARIBBEAN & LATIN AM LIT		
History (15)		
HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203 EUROPE SINCE 1789		
Select 12 hours from one of the following emphases:		12
AMERICAN HISTORY EMPHASIS		
HST 215 AMERICAN CIV I		
HST 216 AMERICAN CIV II		
HST 332 RACE & ETHNIC IN AM CUL		
HST 336 UNITED STATES SINCE 1945		
HST 351 RELIGION IN AMER LIFE		
EUROPEAN & WORLD HISTORY EMPHASIS		
HST 349 RENAISSANCE & REFORMATION		
HST 389 CLASSICAL GREECE AND ROME		
HST 355 HISTORY OF THE MIDDLE EAST		
HST 348 MODERN RUSSIA		
HST 364 MODERN ASIA		
PSC 365 INTRO TO INTL RELATIONS		
Religion (6)		
REL 211	HIST & LIT OF OT (whichever not taken as Gen. Ed. Req.)	3
or REL 221 HIST & LIT OF NT		
Select three hours from the following:		3
REL 361 INTRO TO ETHICS		
REL RELIGION SEMINAR 288/488		
REL 480 RELIGION AND LITERATURE		
Thesis (5)		
HUM 492	SENIOR THESIS PREP	1
HUM 493	THESIS I: LIT REVIEW/PROJ DES	2
HUM 494	THESIS II: RSCH, WRIT, DEFENSE	2
Emphasis Area (12)		
Select 12 hours that may not duplicate major requirements		
Total Credits		56

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Music (B.A.)

No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.

The music major includes core work in music theory, music history and conducting. Majors also participate in departmental ensembles and take private lessons on their principal instrument (voice, keyboard or orchestral instrument). Concentrations in music education (MAT preparation), parish music, or graduate school preparation fine tune the major to a student's particular interest and career goals. Admission to the Music Major program requires a minimum cumulative GPA of 2.50, demonstration of competency both in the principles of music theory and history and on a principle instrument, and attainment of junior status.

Kurt Berentsen, M.A., Assistant Professor, kberentsen@cu-portland.edu

William (Bill) F. Kuhn, Ed.D., Professor, wkuhn@cu-portland.edu

- Music (B.A.) – Freshman (p. 112)
- Music (B.A.) – Transfer Student (p. 113)

MUP 100B MUSIC PERF: BRASS Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 100C MUSIC PERF: COMPOSITION Credits: 1-2

Private instruction in Music Composition. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 215 CU CHOIR TOUR Credits: 0.5

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 216 or MUP 231.

MUP 216 CONCORDIA CHOIR Credit: 1

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations. This ensemble is a year-long commitment and admission is by audition.

MUP 220 WOMEN'S VOCAL**ENSEMBLE Credit: 1**

A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.

MUP 223 MUSICAL THEATRE**WORKSHOP Credit: 1**

Musical Theatre Workshop is designed for vocal soloists who have demonstrated an advanced level of solo-singing. Repertoire is individually chosen for each student from the genres of Musical Theater and Opera. Admission is by audition and invitation of instructor.

MUP 231 VOCAL ENSEMBLE:CHRISTI CRUX Credit: 1

The Christi Crux Vocal Ensemble is a small vocal ensemble with 28 to 34 members who are selected from the membership of the Concordia University Choir based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble. This ensemble presents music in selected chapel services as well as in five to six worship venues during the course of each semester. Christi Crux also presents music in regional and international choir tours (see MUP 232 & MUP 432). Admission is by audition.

MUP 232 CHRISTI CRUX TOUR Credits: 0.5

The Concordia University Christi Crux Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Christi Crux Choir, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 231.

MUP 233 CONCORDIA HANDBELL**ENSEMBLE Credit: 1**

Concordia Handbell Ensemble, a year-long commitment, teaches handbell technique through challenging repertoire of varied genres. The ensemble performs several times each semester and includes a tour in the spring semester. Admission by audition and permission of instructor.

MUP 234 CU HANDBELL TOUR Credits: 0.5

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia Ringers, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

Corequisites: MUP 233.

MUP 236 CONCORDIA BRASS Credit: 1

Brass Ensemble performs in concerts, at chapel and at various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

MUP 237 CONCORDIA PRAISE**ENSEMBLE Credit: 1**

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members who are selected by audition and are chosen by their abilities and the required instruments needed to fill the personnel needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other selected worship and outreach venues during the course of each semester.

MUP 238 SMALL STRING**ENSEMBLE Credit: 1**

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly in concerts, chapel services and other events. Membership is by audition.

Corequisites: MUP 242.

MUP 239 ORCHESTRA Credit: 1

Performance of significant literature for orchestral instruments in concert and worship. Membership is by audition.

MUP 240 WIND ENSEMBLE Credit: 1

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour. Membership is by audition.

MUP 241 WIND ENSEMBLE TOUR Credits: 0.5

The Concordia University Wind Ensemble Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Wind Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 240.

MUP 242 SMALL STRING ENSEMBLE TOUR Credits: 0.5

String Ensemble Tour is a highlight of this ensemble's musical year. Required of all members of the Small String Ensemble the tour gives ensemble members an opportunity to perform in many churches, schools, and other venues in regional areas over the course of 5-8 days.

Corequisites: MUP 238.

MUP 245 JAZZ ENSEMBLE-INSTRUMENTAL Credit: 1

The Concordia Jazz Ensemble learns and performs jazz repertoire written for a varied type and size of ensemble. Repertoire is chosen from the wide spectrum of jazz literature and is based on the ensemble's instrumentation.

Prerequisites: Instructor approval and successful audition.

MUP 400R MUSIC PERF: REEDS Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 400S MUSIC PERF: STRINGS Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 400V MUSIC PERF: VOICE Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 415 CU CHOIR TOUR Credits: 0.5

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Prerequisites: MUP 216 or MUP 231 with a C or higher

Corequisites: MUP 416 or MUP 431.

MUP 416 CONCORDIA CHOIR Credit: 1

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations. This ensemble is a year-long commitment and admission is by audition.

Prerequisites: Four semesters of MUP 216 with a C or higher.

MUP 420 WOMEN'S VOCAL ENSEMBLE Credit: 1

A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.

MUP 423 MUSICAL THEATRE WORKSHOP Credit: 1

Musical Theatre Workshop is designed for vocal soloists who have demonstrated an advanced level of solo-singing. Repertoire is individually chosen for each student from the genres of Musical Theater and Opera. Admission is by audition and invitation of instructor.

MUP 431 VOCAL ENSEMBLE:CHRISTI CRUX Credit: 1

The Christi Crux Vocal Ensemble is a small vocal ensemble with 18 to 26 members who are selected from the membership of the Concordia University Choir by audition based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble. This ensemble presents music in selected chapel services as well as in five to six worship venues during the course of each semester. Christi Crux also presents music in regional and international choir tours (see MUP 232 and MUP 432).

Prerequisites: Four semesters of MUP 231 with a C or higher.

MUP 432 CHRISTI CRUX TOUR Credits: 0.5

The Concordia University Christi Crux Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Christi Crux Choir, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 431.

MUP 433 CONCORDIA HANDBELL ENSEMBLE Credit: 1

An advanced ensemble for students with previous handbell experience. This ensemble utilizes advanced repertoire and ringing techniques and aims at excellence in rhythm and musicality. The Concordia Handbell Ensemble performs at concerts throughout the year, participates regularly in worship on campus and at area churches, and includes a tour in the spring semester. This ensemble is a year-long commitment and admission is by audition.

MUP 434 CU HANDBELL TOUR Credits: 0.5

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Handbells, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 433.

MUP 436 CONCORDIA BRASS Credit: 1

Brass Ensemble performs at concerts, at chapel and various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

Prerequisites: Four semesters of MUP 236 with a C or higher.

MUP 437 CONCORDIA PRAISE ENSEMBLE Credit: 1

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members who are selected by audition and are chosen by their abilities and the required instrumentalists needed to fill the personnel needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other selected worship and outreach venues during the course of each semester. Membership is by audition.

Prerequisites: Four semesters of MUP 237 with a C or higher.

MUP 438 SMALL STRING ENSEMBLE Credit: 1

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly in concerts, chapel services, and other events. Membership is by audition.

Prerequisites: Four semesters of MUP 238 with a C or higher

Corequisites: MUP 442.

MUP 439 ORCHESTRA Credit: 1

Performance of significant literature for orchestral instruments in concert and worship. Membership is by audition.

MUP 440 WIND ENSEMBLE Credit: 1

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour (see MUP 241 and MUP 441). Membership is by audition.

Prerequisites: Four semesters of MUP 240 with a C or higher.

MUP 441 WIND ENSEMBLE TOUR Credits: 0.5

The Concordia University Wind Ensemble Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Wind Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

Corequisites: MUP 440.

MUP 442 SMALL STRING ENSEMBLE TOUR Credits: 0.5

String Ensemble Tour is a highlight of this ensemble's musical year. Required of all members of the Small String Ensemble the tour gives ensemble members an opportunity to perform in many churches, schools, and other venues in regional areas over the course of 5-8 days.

Corequisites: MUP 438.

MUP 445 JAZZ ENSEMBLE-INSTRUMENTAL Credit: 1

The Concordia Jazz Ensemble learns and performs jazz repertoire written for a varied type and size of ensemble. Repertoire is chosen from the wide spectrum of jazz literature and is based on the ensemble's instrumentation.

Prerequisites: Instructor approval and successful audition.

MUS 101 FUNDAMENTALS OF MUSIC Credits: 2

An entry-level music theory course designed to provide fundamental skills in music reading, understanding melodic and harmonic construction, major and minor keys, remedial music analysis, and small-form composition.

MUS 102 MUSIC THEORY I Credits: 2

Beginning study of the craft of music for music majors and minors or general students with considerable music experience. Includes study and application of scales, intervals, triads, rhythms and elementary chord progression through analysis and writing.

Prerequisites: MUS 101 with a C or higher

Corequisites: MUS 142.

MUS 121 MUSIC APPRECIATION Credits: 2

An introductory-level course for non-music majors designed to acquaint the student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

MUS 121H MUSIC APPRECIATION - HONORS Credits: 2

An introductory-level course for non-music majors designed to acquaint the student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

MUS 142 AURAL SKILLS I Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Corequisites: MUS 102.

MUS 201 MUSIC THEORY II Credits: 2

This course assumes students have an intermediate level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music. It includes intermediate level use of harmonic progressions as related to melodic patterns of the Baroque and Classical eras, and explores polyphonic/contrapuntal writing techniques as developed/evolved in the Renaissance and Baroque eras of music. The course includes development of musical writing skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisites: MUS 102 and MUS 142 with a C or higher

Corequisites: MUS 241.

MUS 202 MUSIC THEORY III Credits: 2

This course assumes students have an intermediate-advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music of the Romantic Era to the beginning of the Modern/20th Century era of music. It includes advanced use of traditional and modern notation and compositional techniques used in the creation of music of those eras.

Prerequisites: MUS 201 and MUS 241 with a C or higher

Corequisites: MUS 242.

MUS 241 AURAL SKILLS II Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Prerequisites: MUS 102 and MUS 142 with a C or higher

Corequisites: MUS 201.

MUS 242 AURAL SKILLS III Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Prerequisites: MUS 201 and MUS 241 with a C or higher

Corequisites: MUS 202.

MUS 261 MUSICAL COMPOSITION Credits: 2

The study of 21st Century musical compositional techniques to facilitate personal skills in musical composition. Students will create original compositions for a variety of musical media using compositional techniques studied in the course.

Prerequisites: MUS 242 with a C or higher or concurrent enrollment.

MUS 265 MUSIC TECHNOLOGY Credits: 2

Introduction to advances in music technology, including MIDI and other computer-aided composition, recording, sampling, and combining acoustic with electronic music. Historical overview of technological developments and composers who have helped form the medium.

Prerequisites: MUS 101 with a C or higher.

MUS 301 MUSIC THEORY IV Credits: 2

This course assumes students have an advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music of the Modern/20th Century era of music. It includes advanced use of traditional and modern musical notation and compositional techniques used in the creation of music of this era. The course includes development of musical written skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisites: MUS 202 and MUS 242 and MUP 211 with a C or higher

Corequisites: MUS 341.

MUS 324 HISTORY OF MUSIC I Credits: 3

A study of musical composers and their compositions - from ancient times through the musical Baroque Era. Major musical developments are discussed as an expression of the general human condition of each historical age.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 325 HISTORY OF MUSIC II Credits: 3

A study of musical composers and their compositions from the Classical period to the Modern period in music. Major musical developments are discussed as an expression of the general human condition in each historical age.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 326 HISTORY OF MUSIC III Credits: 3

A survey of World Music - music that explores musical traditions that have evolved apart from the musical tradition of western civilization.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 327 MUSIC HISTORY IV Credits: 2

An introduction to the history and literature of music in film and theatre. An exploration of the manner in which music is used to enhance themes of film and theatrical presentations.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 341 AURAL SKILLS IV Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Prerequisites: MUP 211 and MUS 202 and MUS 242 with a C or higher

Corequisites: MUS 301.

MUS 351 CONDUCTING I Credits: 2

Beginning study in the craft of conducting, including basic beat patterns, preparatory and release gestures, and simple non-verbal stylistic cues. Students will conduct a music ensemble comprised of members of the class.

Prerequisites: MUP 211 and MUS 202 and MUS 242 with a C or higher.

MUS 364 CHRISTIAN HYMNS &**LITURGY Credits: 2**

Survey of Christian hymnody and liturgical practices to develop awareness of the text and music treasures as well as Biblically sound worship practices. Different forms of hymns will be explored from classical to contemporary. Students will visit churches with different worship styles.

Prerequisites: MUP 211 and MUS 242 and MUS 202 and REL 331 with a C or higher.

MUS 399E EXPERIMENTAL**COURSE Credits: 2**

Experimental course option varies by term. Please see academic department for course description.

MUS 401 ARRANGING & ORCHESTRATION Credits: 2

Application of theoretical, stylistic and technical principles to adapting original music for a variety of performing groups including vocal, band, orchestra and small ensembles.

Prerequisites: MUS 201 and MUS 241 with a C or higher.

MUS 422 MUSIC, WORSHIP, &**SPIRITUALITY Credits: 2**

The student will study the theology and history of Christian worship, spirituality, and the arts, especially music. The student will learn to develop effective corporate worship experiences and to develop a personal practice of spiritual discipline.

Prerequisites: REL 211 or REL 221 with a D or higher.

MUS 452 CONDUCTING II Credits: 2

Continuation of Conducting I. Students will build upon their conducting skills with more advance study in expressive gestures, left hand independence, cueing, psychological conducting and score preparation.

Prerequisites: MUS 351 with a C or higher.

MUS 461 MUSICAL**COMPOSITION Credits: 2**

The study of 21st century composition techniques to facilitate personal skills in musical composition. Students will create original compositions for a variety of musical media using techniques studied in the course.

Prerequisites: MUS 202 and MUS 242 with a C or higher or concurrent enrollment.

MUS 492 SENIOR THESIS PREP Credit: 1

This course is a required course for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division status as a music major and approval of the instructor.

MUS 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: MUS 492 with a B or higher.

Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

MUS 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: MUS 493 with a C or higher.

MUS 495 SENIOR RECITAL Credits: 3
The senior recital is the capstone experience in the undergraduate study of music. The course consists of the planning, preparation, and public performance of a full-length recital and a supporting written document. Enrollment is limited to music majors in their senior year with enrollment in a 400 level private studio study. Approval of Department Chair required.

MUS 496 PRACTICUM Credits: 3
Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.
Prerequisites: Senior status as a music major.

Music (B.A.) –
Freshman
Bachelor of Arts in Music
Freshman
General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
Studies in Arts & Sciences (18)		
Natural Science		
Fine Arts		
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		
Total Credits		50

Major Requirements

Code	Title	Credits
Musicology Core (15-17)		
MUS 101	FUNDAMENTALS OF MUSIC ¹	2

MUS 102	MUSIC THEORY I	2
MUS 121	MUSIC APPRECIATION	2
MUS 142	AURAL SKILLS I	1
MUS 201	MUSIC THEORY II	2
MUS 202	MUSIC THEORY III	2
MUS 241	AURAL SKILLS II	1
MUS 242	AURAL SKILLS III	1
MUS 265	MUSIC TECHNOLOGY	2
MUS 351	CONDUCTING I	2
Music Performance Core (8-11)		
MUP 111	CLASS PIANO I ¹	1
MUP 112	CLASS PIANO II ¹	1
MUP 211	CLASS PIANO III ¹	1
MUP 100X-Private Lesson (1) Must Complete 2		
MUP 200X-Private Lesson (1) Must Complete 2		
MUP 2XX-Music Ensemble (1) Must Complete 4		
Emphasis Options (21-26)		
Select one of the following emphasis options:		21-26
Graduate School Preparation - Musicology & Performance		
Master of Arts in Teaching Preparation		
Director of Parish Music Preparation		
Total Credits		45-54
¹ Qualified students may test out of these-not for credit		
Emphasis Options		
Code	Title	Credits
Graduate School Preparation - Musicology & Performance		
MUS 301	MUSIC THEORY IV	2
MUS 324	HISTORY OF MUSIC I	3
MUS 325	HISTORY OF MUSIC II	3
MUS 341	AURAL SKILLS IV	1
MUS 401	ARRANGING & ORCHESTRATION	2
MUS 461	MUSICAL COMPOSITION	2
MUP 300X-Private Lesson (1) Must Complete 2		
MUP 400X-Private Lesson (1) Must Complete 2		
MUP 4XX-Music Ensemble (1) Must Complete 4		
MUS 495	SENIOR RECITAL	3-5
or MUS 496SENIOR THESIS PREP		
& MUS 498THESIS I: LIT REVIEW/PROJ		
& MUS 499TES		
and THESIS II: RSCH, WRIT, DEFENSE		
Master Of Arts In Teaching Preparation		
MUS 324	HISTORY OF MUSIC I	3

MUS 325	HISTORY OF MUSIC II	3
MUS 401	ARRANGING & ORCHESTRATION	2
MUS 452	CONDUCTING II	2
MUP 300X-Private Lesson (1) Must Complete 2		
MUP 400X-Private Lesson (1) Must Complete 2		
MUP 4XX-Music Ensemble (1) Must Complete 4		
MUS 496	PRACTICUM	3
or MUS 4SENIOR RECITAL		
Director Of Parish Music Preparation		
MUS 324	HISTORY OF MUSIC I	3
or MUS 3HISTORY OF MUSIC II		
MUS 364	CHRISTIAN HYMNS & LITURGY	2
MUS 422	MUSIC, WORSHIP, & SPIRITUALITY	2
MUS 452	CONDUCTING II	2
MUS 496	PRACTICUM	3
REL 211	HIST & LIT OF OT (whichever not taken as a Gen Ed Req)	3
or REL 221HIST & LIT OF NT		
REL 331	THE CHRISTIAN FAITH	3
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

It is your responsibility to complete the graduation requirements listed above. You are also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward your degree at Concordia University. While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Music (B.A.) – Transfer Student

Bachelor of Arts in Music Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Musicology Core (15-17)		
MUS 101	FUNDAMENTALS OF MUSIC ¹	2
MUS 102	MUSIC THEORY I	2
MUS 121	MUSIC APPRECIATION	2
MUS 142	AURAL SKILLS I	1
MUS 201	MUSIC THEORY II	2
MUS 202	MUSIC THEORY III	2
MUS 241	AURAL SKILLS II	1
MUS 242	AURAL SKILLS III	1
MUS 265	MUSIC TECHNOLOGY	2
MUS 351	CONDUCTING I	2
Music Performance Core (8-11)		
MUP 111	CLASS PIANO I ¹	1
MUP 112	CLASS PIANO II ¹	1
MUP 211	CLASS PIANO III ¹	1

MUP 100X-Private Lesson (1) Must Complete	2
MUP 200X-Private Lesson (1) Must Complete	2
MUP 2XX-Music Ensemble (1) Must Complete	4
Emphasis Options (21-26)	
Select one of the following emphasis options:	21-26
Graduate School Preparation - Musicology & Performance	
Master of Arts in Teaching Preparation	
Director of Parish Music Preparation	
Total Credits	45-54
¹ Qualified students may test out of these-not for credit	

Emphasis Options

Code	Title	Credits
GRADUATE SCHOOL PREPARATION - MUSICOLOGY & PERFORMANCE		24-26
MUS 301	MUSIC THEORY IV	2
MUS 324	HISTORY OF MUSIC I	3
MUS 325	HISTORY OF MUSIC II	3
MUS 341	AURAL SKILLS IV	1
MUS 401	ARRANGING & ORCHESTRATION	2
MUS 461	MUSICAL COMPOSITION	2
MUP 300X-Private Lesson (1) Must Complete	2	2
MUP 400X-Private Lesson (1) Must Complete	2	2
MUP 4XX-Music Ensemble (1) Must Complete	4	4
MUS 495	SENIOR RECITAL	3-5
or MUS 492 SENIOR THESIS PREP & MUS 493 SENIOR THESIS I: LIT REVIEW/PROJ & MUS 494 SENIOR THESIS II: RSCH, WRIT, DEFENSE		
and THESIS II: RSCH, WRIT, DEFENSE		

MUS 324	HISTORY OF MUSIC I or MUS 3HISTORY OF MUSIC II	3
MUS 364	CHRISTIAN HYMNS & LITURGY	2
MUS 422	MUSIC, WORSHIP, & SPIRITUALITY	2
MUS 452	CONDUCTING II	2
MUS 496	PRACTICUM	3
REL 211	HIST & LIT OF OT (whichever not taken as Gen Ed Req)	3
or REL 221 HIST & LIT OF NT		
REL 331	THE CHRISTIAN FAITH	3
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

It is your responsibility to complete the graduation requirements listed above. You are also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward your degree at Concordia University. While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Psychology (B.A.)

The Psychology major offers students an opportunity to explore the forces that shape human behavior and thought. In addition to completing the psychology core requirements, students take upper level courses in one of four concentrations and complete either an internship or senior thesis. This degree program provides outstanding preparation for working in a mental health profession; advocating for children, youth and families; or matriculating into graduate school programs designed to produce counselors, psychologists, or psychiatrists. A student may begin the Admission to the Psychology Major process upon completion of 45 semester credits (at least 30 of which are General Education requirements) with a minimum cumulative GPA of 2.50, completion of one course in the

psychology major at CU, and demonstration of competency in the principles of psychology.

The Psychology Department offers PSY 381 INTERNATIONAL SERVICE IN PSYCH. This course is a faculty-led, short-term study abroad program, including volunteer placement and cultural experiences. Priority is given to Psychology majors and minors, however, other majors can register with Department Chair approval. For more information on the trip this year please visit: <http://www.cu-portland.edu/sites/default/files/pdf/concordia-cape-town-2018.pdf>

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- Psychology (B.A.) – Freshman (p. 117)
- Psychology (B.A.) – Transfer Student (p. 118)

PSY 201 PRINC OF PSYCHOLOGY Credits: 3

This course reviews the scientific study of human behavior, its principles, and terminology, including the study of the mental growth of individuals, learning theory, personality, motivation, and individual differences.

PSY 201H PRINCIPLES OF PSYCHOLOGY-HONOR Credits: 3

This course reviews the scientific study of human behavior, its principles, and terminology including the study of the mental growth of individuals, learning theory, personality, motivation, and individual differences.

PSY 231 RESEARCH & STATISTICAL TECHNIQ Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

Prerequisites: MTH 110 or MTH 123 with a D or higher.

PSY 231H RESEARCH & STATS TECH - HONORS Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

Prerequisites: MTH 110 or MTH 123 with a D or higher.

PSY 251 PSYCHOLOGY SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 288 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 289 UNDERSTANDING THE PSYCH MAJOR Credit: 1

This course presents the student with the opportunity to deepen their understanding of the psychology major. This will be accomplished through focused study of the following professional areas: choosing the major in psychology, research methods including the use of library search tools, career development issues in psychology, critical thinking skill-development, and introduction to the research and clinical practice traditions that weave throughout the formal study of psychology at the university level. Students will have the opportunity to use the social sciences to better understand themselves and others. Emphasis will also be given to developing students' familiarity with APA writing style and accessing the scientific literature in psychology. Required for students choosing psychology as a major and anticipating a career and/or advanced studies in the field.

Prerequisites: Psychology majors only.

PSY 299E EXPERIMENTAL COURSE Credits: 2

Experimental course option varies by term. Please see academic department for course description.

PSY 312 HUMAN SEXUALITY Credits: 3

This course provides an introduction to human sexuality, including the psychological and physiological aspects of sexuality. Students will study human sexuality from a developmental and relational point of view.

Prerequisites: PSY 201 with a C or higher.

PSY 321 HUMAN DEVELOPMENT Credits: 3

An investigation of human development from conception throughout the lifespan. Special emphasis upon determinants of development, review of theoretical viewpoints, stages of development, growth and functioning of intelligence, and special developmental problems.

Prerequisites: PSY 201 with a C or higher (No prerequisite needed for the ABSN program).

PSY 331H RESEARCH AND STATS - HONORS Credits: 3

PSY 332 RESEARCH METHODS WITH LAB Credits: 4

A critical examination of the principles of research design and research methods in the field of psychology. Students will have the opportunity to design and conduct their own experiments. A lab meeting provides each student with the opportunity to learn and practice quantitative analysis and other relevant skills.

Prerequisites: PSY 201 and PSY 231 with a C or higher.

PSY 343 THEORIES OF PERSONALITY Credits: 3

This course will foster an understanding of historic and contemporary theories of personality. Also explored will be the comparison of personality theories using a philosophical framework.

Prerequisites: PSY 201 with a C or higher.

PSY 345 CHILD & ADOLESCENT DEVELOPMENT Credits: 3

An investigation into human development during childhood and adolescence. This course will emphasize the physical, mental, and emotional growth during this age period and special attention will be paid to growth and cultural factors that impact child and adolescent development.

Prerequisites: PSY 321 with a C or higher.

PSY 350 COUNSELING THEORY Credits: 3

A survey of counseling and interviewing procedures as well as the study of recent contributions of psychological theory to counseling techniques.

Prerequisites: PSY 201 with a C or higher.

PSY 351 ADULT DEVELOPMENT Credits: 3

This course exposes students to theories and research related to the developmental process in early, middle, and late adulthood.

Prerequisites: PSY 321 with a C or higher.

PSY 360 FAMILY DEVELOPMENT Credits: 3

This course provides an overview of the family as a developing system. Each stage of the complex family lifecycle will be explored. Throughout this exploration information on and appreciation of diversity of family forms will be given attention. Students will also explore healthy parenting practices and the research foundation for those practices.

Prerequisites: PSY 201 with a C or higher.

PSY 362 SOCIAL PSYCHOLOGY Credits: 3

Social psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

Prerequisites: PSY 201 with a C or higher.

PSY 364 INTRO TO CLINICAL PSYCHOLOGY Credits: 3

Provides introduction to major concepts and practices associated with clinical psychology, which is the branch of psychology specializing in psychological assessment and treatment. Students learn behavioral, cognitive, intellectual, and personality assessment techniques, consider current issues in the field, and explore various clinical psychology subspecialties (e.g., health/medical, community, neuro, and forensic).

Prerequisites: PSY 201 with a C or higher and MTH 231 or BA 247 with a C or higher.

PSY 370 INTRO TO COMMUNITY PSYCHOLOGY Credits: 3

Community psychology works to strengthen the abilities of communities, settings, organizations, and broader social systems to meet people's needs. It blends research and practice, working with diverse citizens to plan and implement community changes, advance social justice, and use research to inform and evaluate this work. The focus is on helping people access resources and collaborate with others to improve their lives and communities. Instead of helping individuals cope with negative circumstances (e.g., trauma, poverty), community psychology empowers people to change those circumstances, prevent problems, and develop stronger communities.

Prerequisites: PSY 201 with a C or higher.

PSY 380 GLOBAL PERSPECTIVES ON PSYCH Credits: 3

An examination of global perspectives on the history of psychology and current psychological practices across the globe.

Prerequisites: PSY 201 with a C or higher.

PSY 381 INTERNATIONAL SERVICE IN PSYCH Credits: 1-3

This course will provide students with an opportunity to increase their global awareness. This will be accomplished through a faculty-led, short term study abroad program, including a volunteer placement and associated cultural experiences.

Prerequisites: PSY 201 with a C or higher, PSY 380 recommended, Department Chair approval.

PSY 391 PRE-INTERNSHIP SEMINAR Credit: 1

This course is required for students planning to complete a psychology practicum. Students will obtain a site for the practicum during fall semester, which will then be completed in spring semester.

Prerequisites: PSY 201 with a C or higher. Student must have completed one semester in residence at Concordia University.

PSY 399E EXPERIMENTAL COURSE-PSYCHOLOGY Credits: 2

Experimental course option varies by term. Please see academic department for course description.

PSY 410 HELPING SKILLS Credits: 3

Communication theory is explored and skills are presented and experienced through class involvement. These will include skills necessary for interpersonal relationships with individuals and groups.

Prerequisites: PSY 201 with a C or higher.

PSY 412 NEUROLOGICAL PSYCHOLOGY Credits: 3

This course will study the brain and its functions as they relate to human behavior. Particular attention will be placed on brain abnormalities that can lead to mental illness.

Prerequisites: PSY 201 with a C or higher.

PSY 420 HISTORY/SYSTEMS OF PSYCHOLOGY Credits: 3

Students will have an opportunity to study the great thinkers in the field of psychology and its historical traditions. The course will provide a complete perspective as a foundation to an understanding of current psychological research.

Prerequisites: PSY 201 with a C or higher.

PSY 422 PSYCH OF SPORT & PHYS ACTVTY Credits: 3

This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity and how participation in sport and physical activity affect the psychological well-being of the individual.

Prerequisites: PSY 201 with a C or higher.

PSY 434 ABNORMAL PSYCHOLOGY Credits: 3

A survey and evaluation of disorders of personality, thought, and behavior. Includes a review of diagnostic techniques, preventive programs, biological and psychological therapies, and other strategies of intervention.

Prerequisites: PSY 201 with a C or higher.

PSY 442 BRAIN AND BEHAVIOR Credits: 3

This course will study the brain and its function as they relate to human behavior. Particular attention will be placed on brain abnormalities that can lead to mental illness.

Prerequisites: PSY 201 with a C or higher.

PSY 451 PSYCHOLOGY SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 488 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 489 UNDERSTANDING THE PSYCH MAJOR Credit: 1

This course presents the student with the opportunity to deepen their understanding of the psychology major. This will be accomplished through focused study of the following professional areas: choosing the major in psychology, research methods including the use of library search tools, career development issues in psychology, critical thinking skill-development, and introduction to the research and clinical practice traditions that weave throughout the formal study of psychology at the university level. Students will have the opportunity to use the social sciences to better understand themselves and others. Emphasis will also be given to developing students' familiarity with APA writing style and accessing the scientific literature in psychology. Required for students choosing psychology as a major and anticipating a career and/or advanced studies in the field.

Prerequisites: Psychology majors only.

PSY 491 PSYCHOLOGY INTERNSHIP Credits: 5

This course provides a supervised field placement along with a psychology seminar. The intent of this course is to give the psychology major significant experience towards applying classroom learning.

Prerequisites: PSY 391 with a C or higher and Instructor approval.

PSY 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: PSY 332 with a B or higher.

PSY 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: PSY 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

PSY 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: PSY 493 with a C or higher.

PSY 496 PSYCHOLOGY PRACTICUM Credits: 3

A departmental specific course.

Prerequisites: PSY 201 and PSY 231 with a C or higher and Department Chair approval.

PSY 499 INDEPENDENT STUDY Credits: 1-3**PSY 519 SOCIAL RESEARCH METHODS Credits: 3**

This course is designed to deepen students understanding of the methods with which social scientists work to systematically understand social phenomena, including identifying general patterns and relationships, testing and refining theory, and making predictions.

PSY 520 STATS & QUANTATV DATA ANALYS Credits: 3

An extension of PSY 519, this course will be the second course in an applied statistics sequence. Students in this course will obtain a foundational understanding of the various theories underlying probability, statistics, and quantitative data analysis, and will practice with data using statistical software.

Prerequisites: PSY 519 with a B- or higher.

PSY 551 RESEARCH WRITING I Credits: 2

These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

PSY 552 RESEARCH WRITING II Credits: 2

These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

PSY 553 RESEARCH WRITING III Credit: 1

This course will be the third in a series of graduate seminars in research writing. The focus in this seminar will be assisting the preparation of student MA thesis manuscripts for defense and publication in academic journals.

Prerequisites: PSY 551 and PSY 552 with a B- or higher.

PSY 556 FUNDRAISING & GRANT WRITING Credits: 2

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

PSY 560 PROGRAM EVALTN & APPLD QUAL Credits: 3

This class provides an overview of the field of program evaluation, with an emphasis on providing students with essential knowledge for conducting effective program evaluations in organizations and related community settings. Students will acquire an understanding of the phases of program evaluation, particularly those relevant to conducting needs assessments of various populations.

PSY 561 CONFLCT RESOLTN & MEDIATION Credits: 2

This course provides an introduction and overview of the field of mediation and conflict resolution, with a focus on both the nature of conflict and our understanding of what resolution seeks to achieve. Through small groups, simulated conflict situations, and examples from various community settings, students will learn how to assess common causes of conflict, and its effect on individuals and communities. Students will also learn about different forms of dispute resolution, including recent research on forgiveness completed through the Stanford Forgiveness Project, and the primary models of mediation and the mediation process.

PSY 562 SOCIAL PSY OF MENTAL HLTH Credits: 2

This course will introduce students to interdisciplinary perspectives on the role of culture in understanding human behavior and psychiatric diagnoses. Students will become familiar with different perspectives on culture and mental health, with the goal of refining students' cultural competence in research and professional practice with diverse individuals and groups.

PSY 563 HEALTH PSYCHOLOGY Credits: 2

This class provides an overview of the field of health psychology, with an emphasis on how socio-cultural and economic factors influence health beliefs and health behaviors. Students will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing diseases.

PSY 564 SOCIAL POLICY & ADVOCACY Credits: 2

This course will examine the role of social policy and advocacy in community psychology and public health. Students will explore the roles communities and nonprofits play in influencing the public policy process. This course will analyze the range of advocacy strategies available to communities and individuals, and will provide students with an opportunity to plan, implement, and evaluate an advocacy campaign.

PSY 570 COMMUNITY PSYCHOLOGY Credits: 3

This class provides an introduction to community psychology, with an emphasis on the ways in which communities, organizations, and broader social systems are strengthened to meet people's needs. Students will apply psychological principles to social and organizational issues, and will learn how the field of community psychology plans and implements community changes, advances social justice, and uses research to inform and evaluate this work.

PSY 580 SOCIAL INEQUALITY Credits: 3

This course will use the research and literature on human diversity and international psychology to deepen students multicultural, cross-cultural, and diversity awareness. An emphasis will be given to the ways in which dimensions of culture, ethnicity, lifestyle, religion, class, and economic status affect individuals and groups. Psychological perspectives and interventions will be studied from across many cultures.

PSY 581 COMMUNITY DEV: PREV & INTERVENT Credits: 2

This course will introduce students to the primary theories and methods of community prevention and intervention. Students will examine core ecological constructs in community settings, and theories of psychological dysfunction and well-being, stress, and social support. Emphasis in the course will be given to preventing problem behaviors and promoting social change through self-help, empowerment, community-based mental health interventions, social policy and social justice.

PSY 590 INTERNSHIP I Credits: 3

This is the first of two courses students complete at a local community site. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing internships will acquire and refine skills and competencies essential to both employment and doctoral study.

PSY 591 INTERNSHIP II Credits: 3

This is the second of two courses students complete to fulfill the community internship requirement. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing the internship will acquire and refine skills and competencies essential to both employment and doctoral study.

PSY 593 THESIS I Credits: 3

This course is the first of two dedicated to the Master's Thesis research project. Students will complete a thorough literature review on a topic related to community psychology, including developing both the primary bibliography as well as the introductory sections for a thesis. In addition, a detailed description of the scope or experimental design of the thesis will be produced.

PSY 594 THESIS II Credits: 3

This is the second and final course dedicated to the Master's Thesis research project. Students in the course will complete the following: data collection and analysis, written composition of results, completion of the thesis, and a thesis defense.

Psychology (B.A.) – Freshman

Bachelor of Arts in Psychology Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements

Code	Title	Credits
Psychology Core (23)		
PSY 289/489	UNDERSTANDING THE PSYCH MAJOR	1
PSY 321	HUMAN DEVELOPMENT	3
PSY 231	RESEARCH & STATISTICAL TECHNIQ	3
PSY 332	RESEARCH METHODS WITH LAB	4
PSY 370	INTRO TO COMMUNITY PSYCHOLOGY	3
PSY 434	ABNORMAL PSYCHOLOGY	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
SOC 321	SOCIOLOGY OF DIVERSITY	3
Seminars (4)		4

Take four unique 1-credit Psychology Seminars

Senior Project (5-6) 5-6

Choose one of the following options:

Senior Thesis (5):

PSY 492 SENIOR THESIS PREP

PSY 493 THESIS I: LIT REVIEW/PROJ DES

PSY 494 THESIS II: RSCH, WRIT,
DEFENSE

Internship (6):

PSY 391 PRE-INTERNSHIP SEMINAR

PSY 491 PSYCHOLOGY INTERNSHIP

Concentrations (15-16) 15-16

Choose one Concentration

General Psychology (15)

Choose three credits from the following:

PSY 345 CHILD & ADOLESCENT
DEVELOPMENT

PSY 360 FAMILY DEVELOPMENT

PSY 351 ADULT DEVELOPMENT

Choose six credits from the following:

PSY 312 HUMAN SEXUALITY

PSY 442 BRAIN AND BEHAVIOR

PSY 422 PSYCH OF SPORT & PHYS
ACTVTY

PSY 420 HISTORY/SYSTEMS OF
PSYCHOLOGY

Choose three credits from the following:

PSY 362 SOCIAL PSYCHOLOGY

PSY 343 THEORIES OF PERSONALITY

PSY 380 GLOBAL PERSPECTIVES ON
PSYCH

Choose three credits from the following:

PSY 350 COUNSELING THEORY

PSY 410 HELPING SKILLS

PSY 364 INTRO TO CLINICAL
PSYCHOLOGY

Developmental Psychology (16)

PSY 312 HUMAN SEXUALITY

PSY 442 BRAIN AND BEHAVIOR

BIO 211 GENERAL BIOLOGY I WITH LAB

Choose six credits from the following:

PSY 345 CHILD & ADOLESCENT
DEVELOPMENT

PSY 351 ADULT DEVELOPMENT

PSY 360 FAMILY DEVELOPMENT

Clinical/Counseling Psychology (15)

PSY 343 THEORIES OF PERSONALITY

or PSYCOUNSELING THEORY

PSY 364 INTRO TO CLINICAL
PSYCHOLOGY

PSY 410 HELPING SKILLS

PSY 420 HISTORY/SYSTEMS OF
PSYCHOLOGY

PSY 442 BRAIN AND BEHAVIOR

Social-Community Psychology (15)

PSY 364 INTRO TO CLINICAL
PSYCHOLOGY

or PSYHISTORY/SYSTEMS OF
PSYCHOLOGY

PSY 343 THEORIES OF PERSONALITY

PSY 360 FAMILY DEVELOPMENT

PSY 362 SOCIAL PSYCHOLOGY

PSY 380 GLOBAL PERSPECTIVES ON
PSYCH

Total Credits

47-49

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

**Psychology (B.A.) –
Transfer Student**

**Bachelor of Arts in
Psychology**

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

Foreign Language 6

Studies in Arts & Sciences (18)

Natural Science 3

Fine Arts 3

WR 30X (upper division Writing course) 3

Social Science 3

Electives (6) - At least three must be upper
division credits outside major 6

Total Credits 49

Major Requirements

Code	Title	Credits
Psychology Core (26)		
PSY 201	PRINC OF PSYCHOLOGY	3
PSY 289/489	UNDERSTANDING THE PSYCH MAJOR	1
PSY 321	HUMAN DEVELOPMENT	3
PSY 231	RESEARCH & STATISTICAL TECHNIQ	3
PSY 332	RESEARCH METHODS WITH LAB	4
PSY 370	INTRO TO COMMUNITY PSYCHOLOGY	3
PSY 434	ABNORMAL PSYCHOLOGY	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
SOC 321	SOCIOLOGY OF DIVERSITY	3
Seminars (4)		4
Take four unique 1-credit Psychology Seminars		
Senior Project (5-6)		5-6
Select one of the following options:		
Senior Thesis (5):		
PSY 492 SENIOR THESIS PREP		
PSY 493 THESIS I: LIT REVIEW/PROJ DES		
PSY 494 THESIS II: RSCH, WRIT, DEFENSE		
Internship (6):		
PSY 391 PRE-INTERNSHIP SEMINAR		
PSY 491 PSYCHOLOGY INTERNSHIP		
Concentrations (15-16)		15-16
Choose one Concentration		
General Psychology (15)		
Choose three credits from the following:		
PSY 345 CHILD & ADOLESCENT DEVELOPMENT		
PSY 360 FAMILY DEVELOPMENT		
PSY 351 ADULT DEVELOPMENT		
Choose six credits from the following:		
PSY 312 HUMAN SEXUALITY		
PSY 442 BRAIN AND BEHAVIOR		
PSY 422 PSYCH OF SPORT & PHYS ACTVTY		
PSY 420 HISTORY/SYSTEMS OF PSYCHOLOGY		
Choose three credits from the following:		

PSY 362 SOCIAL PSYCHOLOGY

PSY 343 THEORIES OF PERSONALITY

PSY 380 GLOBAL PERSPECTIVES ON
PSYCH

Choose three credits from the following:

PSY 350 COUNSELING THEORY

PSY 410 HELPING SKILLS

PSY 364 INTRO TO CLINICAL
PSYCHOLOGY**Developmental Psychology (16)**

PSY 312 HUMAN SEXUALITY

PSY 442 BRAIN AND BEHAVIOR

BIO 211 GENERAL BIOLOGY I WITH LAB

Choose six credits from the following:

PSY 345 CHILD & ADOLESCENT
DEVELOPMENT

PSY 351 ADULT DEVELOPMENT

PSY 360 FAMILY DEVELOPMENT

Clinical/Counseling Psychology (15)PSY 343 THEORIES OF PERSONALITY
or PSY 350 COUNSELING THEORYPSY 364 INTRO TO CLINICAL
PSYCHOLOGY

PSY 410 HELPING SKILLS

PSY 420 HISTORY/SYSTEMS OF
PSYCHOLOGY

PSY 442 BRAIN AND BEHAVIOR

Social-Community Psychology (15)PSY 364 INTRO TO CLINICAL
PSYCHOLOGYor PSY 420 HISTORY/SYSTEMS OF
PSYCHOLOGY

PSY 343 THEORIES OF PERSONALITY

PSY 360 FAMILY DEVELOPMENT

PSY 362 SOCIAL PSYCHOLOGY

PSY 380 GLOBAL PERSPECTIVES ON
PSYCH

Total Credits

50-52

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Religion (B.A.)

The mission of the Religion Department, in accord with the mission of the University and the College of Arts & Sciences, is to “prepare leaders to transform church and society, inspired by the love of Christ and the vision of His Kingdom.”

The original and historic purpose of Concordia-Portland was the education of future pastors for ministry in the Lutheran Church—Missouri Synod. While Concordia has greatly expanded its mission in the last century, the preparation of pastors, other church workers, and church leaders continues to stand at the core of Concordia's identity.

The Religion Department offers a flexible major which provides a solid theological grounding for those who are called in a variety of directions: seminary studies and pastoral ministry; graduate studies and teaching in religion; professional ministry directly following the bachelor's degree; and those simply interested in studying the Christian religion. For those who already have a bachelor's degree, it also offers a Pastoral Studies Certificate to better prepare them for seminary-level education. Ministry Training Center (MTC) is a program under the Center for Applied Lutheran Leadership (CALL) at Concordia-Portland, in partnership with the Northwest District of the Lutheran Church—Missouri Synod, which trains and develops local leaders for Christian ministry.

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- Religion (B.A.) – Freshman (p. 123)

- Religion (B.A.) – Transfer Student (p. 124)

**REL 189 PRACTICES IN SPIRITUALITY/SOC
CHNG Credit: 1**

This seminar is paired with REL 190 and serves as a laboratory experience for that class.

Through immersive experiences and research the student will engage a social problem and work toward an equitable solution. The seminar is repeatable with alternate subjects.

Corequisite: REL 190.

**REL 190 LDRSHIP IN SPIRITUALITY/SOC
CHNG Credits: 2**

This course offers the student an opportunity to live out the mission of Concordia University. The student will explore the intersections of faith and life through open conversation on issues of science, society, law, and religion. Through hands-on projects, interaction with individuals who are catalysts for social change, and personal and theological reflection, the student will be better equipped to be a leader who serves societal transformation.

Corequisite: REL 189.

REL 211 HIST & LIT OF OT Credits: 3

This course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

**REL 211H HIST & LIT OF OT -
HONORS Credits: 3**

This course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

REL 221 HIST & LIT OF NT Credits: 3

This course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip the student to undertake the study of religion at the university level by understanding authoritative Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

REL 221H HIST & LIT OF NT - HONORS Credits: 3

This course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip to the student to undertake the study of religion at the university level by understanding authoritative Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

REL 275 OUTREACH, ASSIMILATION, VISIT Credits: 3

Students will identify how they, as Christians, can participate in God's mission to "seek and to save the lost." The diverse components of a congregation's outreach ministry will be discussed, while considering various methods and resources for that ministry. Primary emphasis will be on helping students understand the importance of the role every Christian plays in God's mission so they can motivate and educate Christians, developing and implementing an effective and intentional outreach ministry.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 276 PERSONAL CARE MINISTRY Credits: 2

Introduces students to active listening, spiritual resources in crisis situations, helping people care, peer counseling, and hospital visitation. Some field work in a local hospital will be required.

REL 288 RELIGION SEMINAR Credit: 1

A seminar on a current issue in religion, ministry, or a mutual relationship with another discipline. Topic will be announced in advance of each seminar offered.

REL 289 THEOLOGY MAJOR SEMINAR Credit: 1

A required seminar of all Religion Majors every year of enrollment, this one hour/week seminar will provide the community of Religion Majors an opportunity to explore deeply a single, narrowly defined topic of religion under the direction of a faculty member. The topics vary from year to year, please consult department for current year's topic.

REL 299E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

REL 315 OLD TESTAMENT WRITINGS Credits: 2

This course examines and analyzes individual texts (e.g. Genesis, Exodus, Isaiah, Jeremiah, etc.), collections of texts (e.g. Pentateuch, Prophets), historical periods (Deuteronomic History, Second Temple Judaism, etc.) and/or themes (wisdom, apocalyptic, pseudepigraphic texts) from the Old Testament/Hebrew Bible.

Commensurate with course topic (which varies each semester), students will explore the varieties of religious, historical, literary, and socio-cultural context which underlies the primary texts. Inquiry into these themes will be aided by modern scholarly methods and tools. Students will also examine how these writings function as Holy Scripture both in Jewish and Christian communities, both in the ancient world and today.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 325 NEW TESTAMENT WRITINGS Credits: 2

This course examines and analyzes individual texts (e.g. Matthew, Luke, Romans, Revelation, etc.), collections of texts (e.g. Synoptic Gospels, Pauline Epistles), and/or themes (Johannine Signs, Apocalyptic Thought, Miracles as Performed Parables, etc.). Commensurate with course topic (which varies each semester), students will explore the varieties of religious, historical, literary, and socio-cultural context which underlies the primary texts. Inquiry into these themes will be aided by modern scholarly methods and tools. Students will also examine how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 331 THE CHRISTIAN FAITH Credits: 3

An exploration of the various teachings of the Christian faith, including the doctrines of God and atheism, the relationship of Christianity to the world religions, creation, the person and work of Christ, the work of the Holy Spirit in Christian life, in Scriptures, the church, ministry, sacraments, and the return of Christ to usher in the kingdom of God. We will approach these teachings from the Lutheran perspective, using also the Lutheran confessions, but will compare other denominational views of doctrinal issues.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 332 CAN RELIGION BE RATIONAL Credits: 3

Westboro Baptist Church. The Roman Catholic priest sex scandal. Islamic terrorism. Israeli aggression. Jim Jones. Religion has sometimes taken forms that are not only hard to comprehend rationally, but are downright dangerous. However, it has also taken forms that have benefited society such as the creation of hospitals, charities, development projects, and care for the weak. This course will investigate the disconnect between a rationality that can serve the world and a perceived irrational religion particularly the Abrahamic scriptural religions. Can such religions be beneficial, rational enterprises?

Prerequisites: REL 221 or REL 221 with a D or higher.

REL 335 TRENDS MODERN THEOLOGY Credits: 2

Within modern theology, one can easily gather together the work of various scholars to demonstrate their concentrated focus on a particular concern or problem. Observing such "trends" is a helpful way for seeing a very large and diverse field through an interpretive framework that allows a variety of theologians, philosophers, and other thinkers whose work impinges upon theology to be understood in a coherent manner. Such trends might include: ethics, ecclesiology, Trinity, gender, ecology, anthropology, Christology, the Holy Spirit, the doctrine of God, worship, etc. Each term that this course is offered, a selection of these trends will become the fodder for investigation and discussion for the purpose of recognizing their impact on the modern church and world.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 336 CHURCH WORK IN MISSION Credits: 2

An introduction to the mission of the Church as found in the Scriptures to the most recent strategies used at home and overseas. Students will discover their own roles in the mission of the Church, and will be able to pass on that passion to help create a healthy missionary congregation.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 341 ART IN THE CHURCH Credits: 2

A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.

REL 349 RENAISSANCE & REFORMATION Credits: 3

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 351 RELIGION IN AMER LIFE Credits: 3

Explore the fascinating topic of the role of religion in shaping the life of Americans. As a nation that has been influenced predominantly by Christianity since its very beginning, we'll ask about what has changed in the last few centuries. What makes us the kind of religious people we are today? With a focus on the role of religion in our society, especially from a Christian perspective, we'll see that much has changed. Is this for good or for ill? What caused the changes? How does American Religion affect our everyday lives even if we don't consider ourselves religious? We will explore these and many more questions.

REL 352 CH HST I: EARLY CHURCH TO REF Credits: 3

This course provides the student with a basic understanding of the history of the Christian Church in its early formative years until the Reformation period. The course covers the intellectual, artistic, liturgical, organizational, devotional, and mission activities of the church, utilizing primary source materials. Emphasis is given to inspiring figures of the era and the challenge they bring also to our contemporary church work.

REL 353 CH HIST II: REFORM TO TODAY Credits: 3

This course explores the history of the Christian Church from era of the Reformation through the present, with special attention paid to broad movements which continue to impact the religious scene in much of the world, but especially in North America. Extensive readings in original documents will facilitate an ability to grasp the thought and importance of various figures as well as build critical thinking skills associated with the study of History.

REL 354 MINISTRY IN THE PACIFIC NW Credits: 2

The course will discuss the issues of ministry peculiar to the Northwest, studying the particular geography and history of the region. Students will study the social issues of particular concern to the peoples of the region and the effective models of ministry that have been developed, as well as developing their own.

REL 361 INTRO TO ETHICS Credits: 3

This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.

REL 371 WORLD RELIGIONS Credits: 2

This course introduces the student to the other major religious traditions of the world: Animism, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. Analysis of these religions includes their historical development, basic teachings and beliefs, practices, institutions and cultural expressions. Similarities and differences between various religious traditions as expressions of human spirituality are explored through lectures, discussions, guest speakers and field experiences.

REL 371H WORLD RELIGIONS - HONORS Credits: 2

An introduction to the major living religions of the world: Animism, Judaism, Islam, Hinduism, Taoism, and Confucianism. Classic teachings as well as contemporary religious developments are presented through lectures, speakers, in-depth discussions on primary texts, and experiences.

REL 372 BIBLICAL INTERPRETATION Credits: 3

This course engages students in learning and practicing the steps of careful, thoughtful, and responsible biblical interpretation, or hermeneutics. Students enrolled in the course will become familiar with various tools for biblical interpretation, and learn how to apply various approaches and methodologies to Scripture.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 377 DEPARTMENTAL TOUR Credit: 1

A tour offered by the Religion Department. Details vary by year.

Prerequisites: Instructor approval.

REL 380 CHRISTIAN ENCOUNTER W/OTH REL Credits: 2

This course enables students to increase their understanding of the relationships between Christianity and several other religions. The course will look at the basics of traditional Biblical Christianity and explore ways in which other religions parallel and diverge in thought, in belief and in practice. As a result the student will be able to see and appreciate the depth and breadth of Christianity as it relates to other religions as well as understand more clearly what makes Christianity unique.

REL 381 FLD EXP CROSS-CULTURE UNDERST Credits: 3

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. The student will gain some skill in the language of ministry and research points of contact for effective witnessing.

Prerequisites: REL 371 with a D or higher.

REL 382 ISSUES CHRISTIANITY/OTH RELIG Credits: 3

This course will present the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relations between the religions and grow in comfort relating to another religion.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 388 CLASSICAL GREECE AND ROME TOUR Credits: 0

Visit ancient Greek, Roman, and early Christian locales in Greece, Turkey and/or Italy. Details vary by year. Tour is offered every other year. Enrollment in REL 389 or HST 389 is optional.

REL 389 CLASSICAL GREECE AND ROME Credits: 3

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-state (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

REL 399E EXPERIMENTAL COURSE-RELIGION Credits: 3

Experimental course option varies by term. Please see academic department for course description.

REL 401 FAITH FOR LIFE Credits: 3

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on an Intercultural Experience or Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, the fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

Prerequisites: REL 211 or REL 221 with a D or higher and REL 371 with a D or higher and Junior or Senior status.

REL 401H FAITH FOR LIFE - HONORS Credits: 3

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on an Intercultural Experience or Community Engagement Project. The course will be conducted in a seminar format with students expected to take leadership roles in leading the discussions, demonstrating preparedness, and engaging in significant reflection on the course content. The student will explore the nature of servant leadership, intercultural engagement, the fruitfulness of retrieving religious ideas to understand ourselves and our world, and the implications for a meaningful life as a global citizen.

Prerequisites: REL 211 or REL 221 or REL 211H or REL 221H with a D or higher and REL 371 or REL 371H with a D or higher or concurrent enrollment and Junior status.

REL 401N FAITH FOR LIFE Credits: 3

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on an Intercultural Experience or Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, the fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

Prerequisites: REL 211 or REL 221 with a D or higher and REL 371 with a D or higher and Junior or Senior status; For Nursing majors only.

REL 403 THEOLOGY OF ECOLOGY Credits: 2

Explores contemporary Christian theology and its response to environmental and ecological issues. The course will investigate the nature of our current ecological crisis and the emerging theological insights by Christians deeply concerned about our global environment. Special emphasis will be given to the God-world relationship, biblical and ethical considerations, as well as ecological issues germane to the Northwest.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 411 EARLY CHRISTIAN THOUGHT Credits: 3

This course surveys a particular body of literature produced by the Fathers of the Early Christian Church. These texts are representative samples of the primary documentation regarding the dynamic life and history as well as the struggle and conflict of the church during the Patristic Age (100-500 CE). They introduce a range of topics from Christian worship and ethics, persecution and martyrdom, Trinitarian and Christological theology, anthropology and soteriology, and Biblical interpretation. In this course, we will be introduced to the central figures of this age, the historical context of the issues and debates, and the key tenets of Christianity that emerge during this period to form the heart of Christian theology throughout the history of the church. Finally, we will consider the continuing life of this literature, how it has been read, how it left its mark on diverse Christian communities and cultures in the medieval and modern worlds.

REL 422 MUSIC, WORSHIP, & SPIRITUALITY Credits: 2

The student will study the theology and history of Christian worship, spirituality, and the arts, especially music. The student will learn to develop effective corporate worship experiences and to develop a personal practice of spiritual discipline.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 431 LUTHERAN CONFSSIONAL THEOLOGY Credits: 3

An introduction to the historic Lutheran Confessions, the Lutheran confessional-theological tradition, and the various contemporary approaches to understanding the Confessions as a distinctive witness to the gospel and as a creative and normative resource for contemporary evangelical theology.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 460 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: REL 371 with a D or higher.

REL 471 RELIGIOUS WORLDS Credits: 3

This course introduces and examines some of the principal theories and methodologies employed in the academic study of religion. Utilizing various psychological, anthropological, sociological, phenomenological, theological, and feminist approaches to the subject, students will examine and explore the central categories of religious thought and ritual to uncovering the specific language, structures, myths, and practices common to all religious traditions. Students will also reflect critically on precisely what religion is and how it can be most appropriately conceptualized and studied.

Prerequisites: REL 371 with a D or higher.

REL 480 RELIGION AND LITERATURE Credits: 2

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' *Narnia*, tragic literature such as Elie Wiesel's *Night*, or comedic literature such as Shakespeare's *As You Like It*.

Prerequisites: REL 211 or 221 with a D or higher.

REL 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

REL 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: REL 482 with a C or higher.

REL 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: REL 482 with a C or higher.

REL 488 RELIGION SEMINAR Credit: 1

A seminar on a current issue in religion, ministry, or a mutual relationship with another discipline. Topic will be announced in advance of each seminar offered.

REL 489 RELIGION MAJOR SEMINAR Credit: 1

A required seminar of all Religion Majors every year of enrollment, this one hour/week seminar will provide the community of Religion Majors an opportunity to explore deeply a single, narrowly defined topic of religion under the direction of a faculty member. The topics vary from year to year, please consult department for current year's topic.

REL 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division standing as a Religion major and Division Chair approval.

REL 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: REL 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

REL 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: REL 493 with a C or higher.

REL 498 INDEPENDENT STUDY Credits: 1-3

Religion (B.A.) – Freshman

Bachelor of Arts in Religion Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements

Code	Title	Credits
Religion Core (17-20)		
PHL 201	INTRO TO PHILOSOPHY	3

REL 288	RELIGION SEMINAR or REL 488 RELIGION SEMINAR	1
REL 289	THEOLOGY MAJOR SEMINAR or REL 489 RELIGION MAJOR SEMINAR	1
(REL 289/489 may be taken for up to four credits when the topics are unique)		0-3
REL 331	THE CHRISTIAN FAITH	3
REL 352	CH HST I: EARLY CHURCH TO REF or REL 353 CH HST II: REFORM TO TODAY	3
REL 372	BIBLICAL INTERPRETATION	3
REL 471	RELIGIOUS WORLDS	3
Senior Thesis (5)		5
REL 492 SENIOR THESIS PREP		
REL 493 THESIS I: LIT REVIEW/PROJ DES		
REL 494 THESIS II: RSCH, WRIT, DEFENSE		
Foreign Language (6)		6
One language: may be classical, biblical or modern		
Emphasis (15)		15
Successfully complete 15 credits from one or more emphasis areas		
Missional and Practical Theology		
REL 275	OUTREACH, ASSIMILATION, VISIT	3
REL 336	CHURCH WORK IN MISSION	2
REL 341	ART IN THE CHURCH	2
REL 351	RELIGION IN AMER LIFE	3
REL 354	MINISTRY IN THE PACIFIC NW	2
REL 361	INTRO TO ETHICS	3
REL 380	CHRISTIAN ENCOUNTER W/OTH REL	2
REL 381	FLD EXP CROSS-CULTURE UNDERST	3
REL 382	ISSUES CHRISTIANITY/OTH RELIG	3
REL 403	THEOLOGY OF ECOLOGY	2
REL 422	MUSIC, WORSHIP, & SPIRITUALITY	2
CED 395	TEACHING THE FAITH	3
Sacred Texts		
GRK 201	ELEMENTARY GREEK I	5
GRK 202	ELEMENTARY GREEK II	4
GRK 401	CLASSICAL GREEK READINGS	3
GRK 402	BIBLICAL GREEK READINGS	3
HEB 301	ELEMENTARY HEBREW I	4
HEB 302	ELEMENTARY HEBREW II	4
LAT 101	ELEMENTARY LATIN I	3
LAT 201	ELEMENTARY LATIN II	3
REL 315	OLD TESTAMENT WRITINGS	2
REL 325	NEW TESTAMENT WRITINGS	2
REL 411	EARLY CHRISTIAN THOUGHT	3
Theology, History and Culture		

REL 335	TRENDS MODERN THEOLOGY	2
REL 341	ART IN THE CHURCH	2
REL 349	RENAISSANCE & REFORMATION	3
REL 351	RELIGION IN AMER LIFE	3
REL 352	CH HST I: EARLY CHURCH TO REF	3
or REL 353 CH HIST II: REFORM TO TODAY		
(Whichever was not taken to meet the Core requirement)		
REL 389	CLASSICAL GREECE AND ROME	3
REL 403	THEOLOGY OF ECOLOGY	2
REL 411	EARLY CHRISTIAN THOUGHT	3
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3
REL 480	RELIGION AND LITERATURE	2
Total Credits		43-46

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Religion (B.A.) – Transfer Student

Bachelor of Arts in Religion Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements

Code	Title	Credits
Religion Core (17-20)		
PHL 201	INTRO TO PHILOSOPHY	3
REL 288	RELIGION SEMINAR	1
or REL 488 RELIGION SEMINAR		
REL 289	THEOLOGY MAJOR SEMINAR	1
or REL 489 RELIGION MAJOR SEMINAR		
(REL 289/489 may be taken for up to four credits when the topics are unique)		0-3
REL 331	THE CHRISTIAN FAITH	3
REL 352	CH HST I: EARLY CHURCH TO REF	3
or REL 353 CH HIST II: REFORM TO TODAY		
REL 372	BIBLICAL INTERPRETATION	3
REL 471	RELIGIOUS WORLDS	3
Senior Thesis (5)		5
REL 492 SENIOR THESIS PREP		
REL 493 THESIS I: LIT REVIEW/PROJ DES		
REL 494 THESIS II: RSCH, WRIT, DEFENSE		

Foreign Language (6)		6
One language: may be classical, biblical or modern		
Emphasis (15)		15

Successfully complete 15 credits from one or more emphasis areas:		
Missional and Practical Theology		
REL 275	OUTREACH, ASSIMILATION, VISIT	3
REL 336	CHURCH WORK IN MISSION	2
REL 341	ART IN THE CHURCH	2
REL 351	RELIGION IN AMER LIFE	3
REL 354	MINISTRY IN THE PACIFIC NW	2
REL 361	INTRO TO ETHICS	3
REL 380	CHRISTIAN ENCOUNTER W/OTH REL	2
REL 381	FLD EXP CROSS-CULTURE UNDERST	3
REL 382	ISSUES CHRISTIANITY/OTH RELIG	3

REL 403	THEOLOGY OF ECOLOGY	2
REL 422	MUSIC, WORSHIP, & SPIRITUALITY	2
CED 395	TEACHING THE FAITH	3

Sacred Texts		
GRK 201	ELEMENTARY GREEK I	5
GRK 202	ELEMENTARY GREEK II	4
GRK 401	CLASSICAL GREEK READINGS	3
GRK 402	BIBLICAL GREEK READINGS	3
HEB 301	ELEMENTARY HEBREW I	4
HEB 302	ELEMENTARY HEBREW II	4
LAT 101	ELEMENTARY LATIN I	3
LAT 201	ELEMENTARY LATIN II	3
REL 315	OLD TESTAMENT WRITINGS	2
REL 325	NEW TESTAMENT WRITINGS	2
REL 411	EARLY CHRISTIAN THOUGHT	3

Theology, History and Culture		
REL 335	TRENDS MODERN THEOLOGY	2
REL 341	ART IN THE CHURCH	2
REL 349	RENAISSANCE & REFORMATION	3
REL 351	RELIGION IN AMER LIFE	3
REL 352	CH HST I: EARLY CHURCH TO REF	3
or REL 353 CH HIST II: REFORM TO TODAY		
(Whichever was not taken to meet the Core requirement)		
REL 389	CLASSICAL GREECE AND ROME	3
REL 403	THEOLOGY OF ECOLOGY	2
REL 411	EARLY CHRISTIAN THOUGHT	3
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3
REL 480	RELIGION AND LITERATURE	2
Total Credits		43-46

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

University Studies (B.A.)

The University Studies (UST) program is multi-disciplinary major designed for students who are curious, gifted, and unwilling to be

tied to a single discipline. Guided by direct mentoring by faculty and staff, students will build a program that is suited to their needs and desires. In essence, Universities Studies is a “build-your-own-adventure” degree. Students will have a great deal of electivity to explore the curriculum and even, perhaps, fit in a study abroad experience. All UST students will completed a senior capstone requirement; either a senior thesis, or a year-long internship. As a result, graduates will have a powerful set of tools that will enable them to engage a diverse and intercultural world by combining insights from multiple disciplines to serve as leaders in today's demanding, interdisciplinary, team-oriented professions.

Bachelor of Arts in University Studies Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

Major Requirements (47 credits)

Code	Title	Credits
Primary Discipline (27)		
Must be from a recognized B.A. major at Concordia University		

Must include 18 upper division credits		
Secondary Discipline (15)		
Must be from one recognized CU major or minor		
Must include 9 upper division credits		
Senior Capstone (5)		
UST 492	SENIOR THESIS PREP	1
UST 493	THESIS I: LIT REVIEW/PROJ DES	2
UST 494	THESIS II: RSCH, WRIT, DEFENSE	2
or		
UST 482	INTERNSHIP PREP	1
UST 483	INTERNSHIP I	2
UST 484	INTERNSHIP II	2
Total Credits		47

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Bachelor of Arts in University Studies Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Major Requirements (47 credits)

Code	Title	Credits
Primary Discipline (27)		
Must be from a recognized B.A. major at Concordia University		
Must include 18 upper division credits		
Secondary Discipline (15)		
Must be from one recognized CU major or minor		
Must include 9 upper division credits		
Senior Capstone (5)		
UST 492	SENIOR THESIS PREP	1
UST 493	THESIS I: LIT REVIEW/PROJ DES	2
UST 494	THESIS II: RSCH, WRIT, DEFENSE	2
or		
UST 482	INTERNSHIP PREP	1
UST 483	INTERNSHIP I	2
UST 484	INTERNSHIP II	2
Total Credits		47

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

UST 482 INTERNSHIP PREP Credit: 1
Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

UST 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: UST 482 with a C or higher.

UST 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: UST 482 with a C or higher.

UST 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division standing as a University Studies major and Division Chair approval.

UST 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: UST 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

UST 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: UST 493 with a C or higher.

Seminary Preparation Certificate Program/Pastoral Studies

Students who have already earned a bachelor's degree and desire to prepare for entrance to a seminary may benefit from a year-long certificate that strengthens theological foundations. The Certificate in Pastoral Studies assists students in successfully taking

Lutheran Church—Missouri Synod seminary entrance examinations, as well as deepening and broadening their theological understanding in general and their grasp of Lutheran theology and practice in particular. The seminary entrance examinations include tests in Old Testament, New Testament, Christian Doctrine, Elementary Greek, and Elementary Hebrew. The Certificate in Pastoral Studies Program at Concordia University seeks to provide for as many of these requirements as possible. After completion of the Certificate, the one course students need to take at the seminary will be either Elementary Greek or Elementary Hebrew.

Seminary Preparation Certificate

Code	Title	Credits
REL 211	HIST & LIT OF OT	3
REL 221	HIST & LIT OF NT	3
REL 331	THE CHRISTIAN FAITH	3
REL 288	RELIGION SEMINAR	1
Select one of the following:		8-9
GRK 201 ELEMENTARY GREEK I & GRK 2Cand ELEMENTARY GREEK II ¹		
HEB 301 ELEMENTARY HEBREW I & HEB 302and ELEMENTARY HEBREW II ¹		
REL 401	FAITH FOR LIFE	3
REL 371	WORLD RELIGIONS	2
Select one of the following:		3
REL 431 LUTHERAN CONFESSIONAL THEOLOGY		
REL 352 CH HST I: EARLY CHURCH TO REF		
REL 353 CH HST II: REFORM TO TODAY		
PHL 201	INTRO TO PHILOSOPHY or REL 36INTRO TO ETHICS	3
Total Credits		29-30

¹ offered every other year

The Certificate Program ordinarily may be completed within one full year, including two semesters and one summer. The summer courses would ordinarily best be taken in the summer before the two semesters, so that the Certificate Program can be completed after spring semester, and the seminary entrance tests completed by that time. The student would then be free to attend the seminary's summer course in Elementary Hebrew or Elementary Greek in preparation for the beginning of regular seminary studies in the fall.

Options for Fulfilling Requirements

A Student may meet the Certification requirements through a number of options:

- Transfer in credit for courses previously completed.

- Take the seminary test in a given area (for example Old Testament) and test out of the course. The seminary tests are administered at Concordia through the Religion Department, and may be taken at any time. The student may use the "Bible Tutor" computer program to assist in preparing for the seminary biblical tests.
- Take the necessary courses for academic credit at Concordia, paying regular university tuition.
- Audit the necessary courses at Concordia.
 - Note: Academic credit is not necessary for seminary admission. Taking the courses at the audit rate will reduce the cost to the student while still preparing the student for seminary entrance.
- Some of the required courses are available online through the Mission Training Center affiliated with Concordia University or through the CUenet Colloquy program.

Department of International Studies

The Department of International Studies coordinates a variety of programs related to international studies, study abroad, English as a Second Language program, modern foreign languages, Teaching English to Speakers of Other Languages (TESOL), and other specifically-designed programs.

Modern Foreign Languages

Concordia University offers course work in Arabic, Chinese, German, Japanese, and Spanish.

English as a Second Language

The Department of International Studies works with ELS Language Centers - Portland (<https://www.els.edu/en/Find-ELS-Language-Centers/US/OR/Portland>), a partner organization, for international students who do not meet the minimum TOEFL requirement for entrance into the bachelor's degree program.

EnvisionPDX

EnvisionPDX is Concordia University-Portland's high school theology institute for social impact and leadership. It offers an opportunity for diverse high school students living in the Pacific Northwest to connect Christian faith to positive social change through innovative practices in design-thinking, leadership

development, spiritual inquiry, mentorship, and creative arts expression.

EnvisionPDX is an academic Christian leadership program and annual cohorts are available to student applicants ranging from incoming high school freshman to outgoing high school seniors of any faith background. Students accepted each year are exposed to a variety of dynamic opportunities for spiritual, social, vocational, skill, and critical thought development, all focused on the intersections of faith and social justice. Students are invited to envision new ways that Christian values and principles might help communities navigate critical conversations and realities around complex social issues.

This program is a repeatable program with changing project pathways for students as they continue to develop. Each pathway utilizes innovative principles and practices in design-thinking, civic engagement, leadership development, and project-based learning.

- **Freshman Pathway:** Digital Story-Telling & Game Development for Social Change with Pixel Arts Game Education
- **Sophomore & Junior Pathway:** Social Justice Community Projects with Breaker
- **Senior Pathway:** Vocational Development Senior Capstone Course (for college credit - see "Courses" tab above)

Students who participate in EnvisionPDX are more likely to identify themselves as leaders for the transformation of society, be comfortable communicating their own faith and spirituality, and believe that they could be part of helping to address complex social issues in the world.

EnvisionPDX also aims to make higher education more accessible for student participants and their families by providing opportunities to receive college scholarships, college credit, vocational mentorship, and immersive experiences on a university campus.

To learn more, please see www.envisionpdx.com (<http://www.envisionpdx.com>) or email Jeanie Whitten-Andrews, Director at jwhitten@cu-portland.edu.

EnvisionPDX is a program offered through the Center for Applied Lutheran Leadership (CALL) which is housed on Concordia's campus. For more information about CALL and its Mission Training Center (MTC) program, visit, <http://www.cu-portland.edu/academics/academic-centers/center-applied-lutheran-leadership>.

Click on the course code to see the Course Description.

Code	Title	Credits
REL 189	PRACTICES IN SPIRITUALITY/SOC CHNG	1
REL 190	LDRSHIP IN SPIRITUALITY/SOC CHNG (May be repeated with unique topics)	2

COLLEGE OF HEALTH & HUMAN SERVICES

College Mission

The College of Health & Human Services provides a strong academic background for students to develop professional competence grounded in compassion and high regard for human dignity. Graduates of the program will promote physical, social, emotional, community and organizational well-being as appropriate to the responsibilities of their discipline. The graduates of the College of Health & Human Services provide transformational leadership to promote positive change within organizations and the community.

Introduction

The health and social service-related professions are one of the fastest growing segments of the job market. There is an increasing demand for additional health care and social service professionals to meet the current and projected needs of a growing and increasingly more diverse population. Through its various undergraduate degree programs, the College of Health & Human Services is committed to providing learning opportunities to students aspiring to careers in professions that serve the contemporary health and social service needs of society. Service to disadvantaged segments of society most in need of care across age, cultural, and socioeconomic spectrums are central to the mission of the College's educational programs. To this end, the College of Health & Human Services is committed to fostering community-centered education and to educating future health and social service professionals who are knowledgeable, competent, ethical, and caring, with a strong commitment to human service.

Departments & Programs

Concordia University's College of Health & Human Services consists of five departments: Health Care Administration, Long Term Care Administration, Exercise & Sport Science, Nursing, and Social Work. The College of Health & Human Services offers the following undergraduate degrees

- Bachelor of Science in Health Care Administration
- Bachelor of Science in Long Term Care Administration

- Bachelor of Science in Exercise & Sport Science
- Bachelor of Science in Exercise & Sport Science Pre-Physical Therapy
- Bachelor of Science in Nursing
- Bachelor of Arts in Social Work
- Bachelor of Science in Social Work

The College of Health & Human Services degree programs are designed to be comprehensive and include all of the academic and clinical educational components needed to promote high quality health and social services delivery. Internships, clinical experiences and service learning opportunities are integral components of the College's degree programs.

Exercise and Sport Science (B.S.)

The Bachelor of Science in Exercise and Sport Science (ESS) will enable you to make a positive difference in the quality of life of those with whom you work and serve. Concordia University-Portland's ESS program is designed to prepare students for work in the health and fitness industry. Possible employment settings may include health clubs, sport performance labs, athletic teams, personal training, recreational facilities, and work-site wellness programs.

A degree in ESS will also prepare students for graduate study in a variety of fields including Community Health, Health Promotion and Wellness, Athletic Training, Biomechanics, Exercise Physiology, Kinesiology, Nutrition, Occupational Therapy, Physical Therapy and other sports, recreation or allied health programs.

The focus of the program is on developing comprehensive knowledge of the human body, applying evidence-based approach to prescription, treatment, or coaching, and participating in service to the community. Small class sizes accelerate learning and prepare student's to pass the entry level certification exams and to be employed or admitted to a graduate program upon graduation.

Minors

Three minors are offered which are exclusive to those in the ESS majors:

- Human Performance (p. 133)
- Pre-Athletic Training (p. 133)

- ESS Sport Coaching (p. 133)

Emily Kosderka, M.S., Assistant Professor, ekosderka@cu-portland.edu
Andrew J. LaFrenz, Ph.D., Associate Professor, alafrenz@cu-portland.edu
Karen A. Morgan, M.S., Assistant Professor, karmorgan@cu-portland.edu
Joel M. Schuldheisz, Ph.D., Professor, jschuldheisz@cu-portland.edu

- Exercise and Sport Science (B.S.) – Freshman (p. 131)
- Exercise and Sport Science Pre-Physical Therapy (B.S.) – Freshman (p. 132)
- Exercise and Sport Science (B.S.) – Transfer Student (p. 132)
- Exercise and Sport Science Pre-Physical Therapy (B.S.) – Transfer Student (p. 133)

ESS 196 INTRO TO ATHLETIC

TREATMENT Credit: 1

The primary goal of this field experience is to provide students an opportunity to observe the day-to-day operations of the athletic treatment center. Based on systematic observations of one athlete's injury, treatment, rehabilitation and general observations of the treatment facility, students will be able to evaluate the benefits and limitations of athletic training as a course of study.

ESS 220 STRESS MANAGEMENT Credits: 3

This course is designed to help the student understand the physiological, psychological, and sociological impact of the stress of daily life on the human body. The student will also examine and apply various stress management strategies and coping behaviors.

ESS 240 INTRO TO PREVENTION AND CARE Credits: 2

This course includes legal concerns and reducing liability, developing and following emergency action plans, prevention of sudden cardiac death, sickle cell concerns, concussion management, and exertional heat related illness. For non-ESS majors.

ESS 250 INTRO TO EXERCISE SCIENCE Credits: 2

This course will survey career options in exercise, fitness, health promotions, and sport sciences. Students will study the exciting opportunity to positively impact our society through promoting health and fitness. The student will also examine trends and career potentials related to exercise, fitness, health, and sport sciences.

ESS 260 HLTH/ FITNESS FOR LIFE Credits: 2

The goal of this course is for each student to develop a positive, physically active and healthful lifestyle. Throughout the course, the student will participate in cardiovascular, flexibility, muscular strength and endurance, body composition, and stress testing. Students will use the results of this assessment to develop a personalized wellness plan.

ESS 280 DISEASES Credits: 2

This course will explore the impact of disease on society's and the individual's health and well-being. Students will examine modern concepts of disease: prevention and control of diseases, characteristics of common communicable diseases, chronic disease control, and special chronic diseases.

ESS 287 INTRO HUMAN PERF TRAINING Credits: 2

The goal of this course is to provide students the opportunity to explore the profession of Human Performance Training by observing and leading portions of a training sessions for individuals and groups. This is a practicum-based course where students will accumulate 90 hours of hands-on experience training individuals and/or groups exercising.

Prerequisites: ESS 384 with a C or higher.

ESS 296 BEGINNING ATHLETIC TREATMENT Credits: 2

The major focus of this class is to increase the depth of knowledge and skill base in athletic taping techniques, modality usage, injury rehabilitation, and record keeping procedures. Students will observe game coverage and demonstrate effective time management skills. Furthermore, students will demonstrate a working knowledge of surface anatomy, basic first aid, and be able to complete an injury evaluation form.

Prerequisites: ESS 196 with a C or higher.

ESS 298 COACHING FIELD EXPERIENCE Credits: 1-2

The goal of this course is provide the student with the opportunity to explore careers in coaching youth, high school, or collegiate sports. The student will observe practice and contests, participate in planning or implementing training and skill-based instructional sessions, assist the coach with duties related to the team's organization and management, and develop an understanding of the requirements necessary to be a successful sports coach.

ESS 330 FIRST AID & CPR Credits: 0.5

The student will study and demonstrate proficiency in the skills of CPR and First Aid. Successful completion of the course will certify the student in American Red Cross Adult, Child, and Infant CPR as well as Standard First Aid. This course does not meet the health care provider requirements for the certified nursing assistant program.

ESS 340 PREV/CARE ATHLETIC INJ Credits: 3

This introductory course is intended to provide the student with knowledge and experience in the prevention, care, and rehabilitation of athletic injuries. Through lectures, discussions, projects and practical training room experience students will gain knowledge and confidence in dealing with athletic-related injuries.

Prerequisites: BIO 264 or BIO 364 with a C or higher.

ESS 352 SPORT SKILL ANALYSIS Credits: 3

This course provides a systematic introduction to applied biomechanical principles, teaching cues, progressions, and observation strategies for leisure and team sports typically taught in middle and secondary physical education. Emphasis will be placed on live and video analysis to prepare students for providing specific, contingent, and appropriate skill feedback along with confidence in taking the PRAXIS video analysis exam.

ESS 360 DIVERSITY SPORT AND EXERCISE Credit: 1

An examination of the issues of social responsibility and diversity in sport and exercise. This course explores the stereotypes, misconceptions, and social elements of a changing sports landscape.

ESS 368 MOTOR LEARNING Credits: 3

This course examines neuropsychological aspects of human movement. Emphasis will focus on understanding learning, perception, motivation, memory and other variables affecting motor skill development across the lifespan.

Prerequisites: BIO 101 with a D or higher.

ESS 370 PRINCIPLES OF COACHING Credits: 2

This course is designed to examine the role and function of the youth and interscholastic coach. The student will develop a philosophical basis for working with athletes and learn the essentials of motivation, conditioning, discipline, and communication with players of various ages and sports.

ESS 373 THEORY OF BASEBALL Credit: 1

This course involves a study of the skills, theories, and strategies of baseball. Attention will focus on teaching skills and strategies of different positions in addition to learning rules and philosophies of the game.

Prerequisites: ESS 370 with a C or higher.

ESS 375 THEORY OF SOFTBALL Credit: 1

This course involves a study of the skills, theories, and strategies of fast-pitch. Attention will focus on teaching skills and strategies of different positions in addition to covering rules and philosophies of the game.

Prerequisites: ESS 370 with a C or higher.

ESS 378 HIGH PERFORMANCE TRAINING Credits: 2

This course will survey the fundamental techniques of resistance training applied to development of muscular fitness. In addition, students will understand basic training principles and demonstrate correct techniques and teaching progressions for a wide variety of training exercises. Students will identify the corresponding muscles used in exercises and be able to apply assessment information into training programs for athletes of different ages and abilities.

Prerequisites: ESS 250 and ESS 260 and ESS 368 with a C or higher.

ESS 384 FOUNDATIONS OF MOVEMENT Credits: 4

Understanding human motor development and learning across the lifespan will enable students to demonstrate dynamic warm-up activities, basic core strength exercises, and body-weight and balance exercises while applying motor learning and teaching principles from current research.

Prerequisites: ESS 250 with a C or higher.

ESS 387 ADV HUMAN PERF TRAINING Credits: 3

The goal of this course is to provide students the opportunity explore the depths of Human Performance Training by leading, teaching, and monitoring entire training sessions for individuals and groups. This is a practicum-based course where students will accumulate 135 hours of hands-on experience training individuals and/or groups exercising.

Prerequisites: ESS 287 and ESS 432 with a C or higher.

ESS 396 INTERMEDIATE ATHL TREATMENT Credits: 3

Students in this course will provide care for a high risk sport and continue to increase expertise in taping modules and usage of modalities. Students will develop time management skills and be able to do injury evaluations and suggest rehabilitation options for athletes.

Prerequisites: ESS 296 with a C or higher.

ESS 397 COACHING FIELD EXPERIENCE Credit: 1

The goal of this course is provide the student with the opportunity to explore careers in coaching youth, high school, or collegiate sports. The student will observe practice and contests, participate in planning or implementing training and skill-based instructional sessions, assist the coach with duties related to the team's organization and management, and develop an understanding of the requirements necessary to be a successful sports coach.

Prerequisites: ESS 240, ESS 352, and ESS 370 with a C or higher.

ESS 422 PSYCH OF SPORT & PHYS ACTVTY Credits: 3

This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity, and how participation in sport and physical activity affect the psychological well-being of the individual.

Prerequisite: PSY 201 with a D or higher.

ESS 432 MEASURE/EVAL IN ESS Credits: 3

This course provides an introduction to the basic statistical techniques essential to measurement and evaluation in exercise, fitness, and sport sciences. Included are practice experiences in testing functional movement, health-related fitness, skill-related fitness, affective and psychological variables. Experience in reading, synthesizing, and reporting current exercise research will also be gained in this course.

Prerequisites: ESS 260 with a D or higher and MTH 231 with a C or higher.

ESS 444 ADV ATHLETIC INJURY MGMT Credits: 3

This course is an in depth study of injuries that result from participation from sport or physical activity. Emphasis will be on injury recognition, evaluation, and basic therapeutic interventions. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, Pre-Physician Assistant and Pre-Medical students.

Prerequisites: BIO 265 or BIO 365 with a C or higher or instructor approval; recommended completion of ESS 196, ESS 296, and ESS 340.

ESS 452 PA & SPORT FOR SPECIAL POP Credits: 3

This course will provide an overview of legal and educational issues related to individuals with disabilities. Students will observe and participate in activities designed to include individuals with disabilities in sport and physical activity. As a result, students will recognize that individuals are entitled to and benefit from participation in physical activity programs.

Prerequisites: BIO 264 or BIO 364 with a C or higher and PSY 201 with a D or higher.

ESS 462 NUTRITION Credits: 3

Upon successful completion of this course, students will understand the relationship of food, its nutrients, and other components of a healthy diet. Students will also learn how to obtain and evaluate current, authoritative information regarding nutrition. Furthermore, students will gain critical thinking skills valuable for assessing the nutritional habits, consumer decisions, and nutritional behaviors of their patients.

ESS 464 NUTRITION FOR EXER & HUM PERF Credits: 3

This course will focus on the study of the body and how it uses the basic nutrients, the impact of the nutrients and foods on a person's health in the prevention of disease, and how nutrition can impact maximum efficiency. Particular attention will be on how cultural and psychosocial factors influence food choices, as well as how food choice impacts health, exercise, fitness, and sport performance.

Prerequisites: ESS 260 with a D or higher and BIO 264 or BIO 364 with a C or higher.

ESS 472 KINESIOLOGY Credits: 3

This course involves the study of human movement from an anatomical and mechanical perspective. Through development of a specific skill analysis project, students will gain an in-depth understanding about how and why our joints move as they do.

Prerequisites: BIO 264 with a C or higher
Corequisites: ESS 472L.

ESS 472L KINESIOLOGY LAB Credits: 0**ESS 474 KINESIOLOGY Credits: 4**

Through lecture and lab experiences students will learn the mechanical and anatomical aspects of human movement and apply this information to various sports and exercises while determining appropriateness of performance technique.

Prerequisites: BIO 264 or BIO 365 and ESS 384 with a C or higher

Corequisites: ESS 474L.

ESS 474L KINESIOLOGY LAB Credits: 0**ESS 482 EXER PRESCRIPTION/ PROGRAMMING Credits: 3**

This course will focus on the interpretation of fitness assessment data and the developing of programs for a variety of clients or teams. Students will develop experience and confidence in creating personal fitness prescriptions and programs based on results of fitness testing and other relevant information.

Prerequisites: BIO 264 and ESS 432 with a C or higher.

ESS 484 EXERCISE PHYSIOLOGY Credits: 4

Through lecture and lab experiences students will gain the knowledge of theoretical and applied aspects of exercise physiology and an in-depth understanding of how the body responds when exposed to acute and chronic bouts of exercise.

Prerequisites: BIO 265 or BIO 365 and ESS 384 with a C or higher

Corequisites: ESS 484L.

ESS 484L EXERCISE PHYSIOLOGY Credits: 0**ESS 487 CSCS PREP Credits: 2**

The goal of this course is to adequately prepare students to sit and succeed in the primary certification for human performance training. It is expected that the student register for the certification towards the end of the semester, with this course going through the details of the exam as preparation.

Prerequisites: ESS 340, ESS 422, ESS 464, ESS 474, ESS 484 with a C or higher and ESS 387

Corequisites: ESS 494.

ESS 491 PROFESSIONAL PREPARATION Credit: 1

Students will participate in systematic preparation for their internship and engage critical thinking and evaluation of their career goals. Identification of an internship site and confirming a site supervisor are expected outcomes of this class.

Prerequisites: Junior Standing.

ESS 492L EXERCISE PHYSIOLOGY LAB Credits: 0**ESS 493 RESEARCH METHODS IN ESS Credits: 2**

Students will conduct and write a review of literature, formulate a research question, and develop a research design. Students will become a critical consumer of new information and emerging trends while developing skills in designing research that translates to evidence-based practices in exercise and sport science.

Prerequisites: ESS 250 and ESS 432 with a C or higher.

ESS 494 EXERCISE PRESC & PROGRMG Credits: 4

Students will interpret fitness assessment data and then develop programs for a variety of clients or individuals or teams. Students will gain experience and confidence in creating personal fitness prescriptions and programs based on results of fitness testing and other relevant information.

Prerequisites: ESS 432, ESS 474, ESS 484 with a C or higher.

ESS 495 ESS RESEARCH PROJECT Credits: 1-3

This capstone course will enable the student to synthesize their knowledge and develop skills that will enable them to be successful in future employment or in their chosen area of graduate study. Through synthesis and presentation of a current research project, the student will show competence and confidence necessary to be an effective contributor in the fitness industry.

Prerequisites: ESS 484, 493, and ESS 494 with a C or higher.

ESS 496 ADVANCED ATHLETIC TREATMENT Credits: 4

In this course, student trainers will provide care for one specific sport throughout their entire season and continue to increase expertise in taping modules and usage of modalities. Students will also develop skills in dealing with acute injury situations and developing rationale to deal with these challenges. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, and Pre-Medical students.

Prerequisites: ESS 340 and ESS 396 with a C or higher and ESS Department Chair approval.

ESS 497 ESS PRE-INTERNSHIP SEMINAR Credit: 1

The goal of this course is to prepare the Exercise and Sport Science (ESS) major to be successful in their internship experience. In addition to an orientation to the expectations for the internship experience, students will examine their career goals, develop and refine their resume and cover letter, practice interviewing techniques, review ethical scenarios, evaluate their skills and values, and identify the internship setting where they will best accomplish these goals.

ESS 498 INTERNSHIP Credits: 1-6

This course connects the ESS major with practical, relevant and challenging real-world experiences in the fitness industry. Throughout this experience Concordia students apply the knowledge they gained through technical, laboratory, and theoretical classes. The internship experience leads to connection with professionals in fitness clubs and sports labs; these networking opportunities shape and lead our students to employment after graduation.

Prerequisites: ESS 491.

Exercise and Sport Science (B.S.) – Freshman

Bachelor of Science in Exercise and Sport Science Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
	Social Science	3

WR 30X (upper division Writing course)	3
Electives (3) - Must be upper division credits outside major	3
Total Credits	35

Major Requirements

Code	Title	Credits
BIO 264	INTRO TO HUMAN ANATOMY	4
BIO 265	INTRO TO HUMAN PHYSIOLOGY	4
CHM 101	CHEMISTRY FOR LIFE WITH LAB	3
CHM 102	PRIN OF ORG & BIOCHEM WITH LAB	3
PHY 211	GENERAL PHYSICS I	4
HHS 451	HLTH & HUMAN SERVICES SEMINAR	1
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
SPT 461	PRIN OF SPORTS, REC & WLNS MGMT	3
ESS 250	INTRO TO EXERCISE SCIENCE	2
ESS 330	FIRST AID & CPR	0.5
ESS 340	PREV/CARE ATHLETIC INJ	3
ESS 360	DIVERSITY SPORT AND EXERCISE	1
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 422	PSYCH OF SPORT & PHYS ACTVITY	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 452	PA & SPORT FOR SPECIAL POP	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
ESS 491	PROFESSIONAL PREPARATION	1
ESS 493	RESEARCH METHODS IN ESS	2
ESS 494	EXERCISE PRESC & PROGRMG	4
Complete one of the following:		
ESS 495	ESS RESEARCH PROJECT	3
	or ESS 498 INTERNSHIP	
Total Credits		65.5

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education

requirements, especially in the Math and Science areas.

Exercise and Sport Science (B.S.) – Transfer Student

Bachelor of Science in Exercise and Sport Science Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Major Requirements

Code	Title	Credits
BIO 264	INTRO TO HUMAN ANATOMY	4
BIO 265	INTRO TO HUMAN PHYSIOLOGY	4
CHM 101	CHEMISTRY FOR LIFE WITH LAB	3
CHM 102	PRIN OF ORG & BIOCHEM WITH LAB	3
PHY 211	GENERAL PHYSICS I	4
HHS 451	HLTH & HUMAN SERVICES SEMINAR	1
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
SPT 461	PRIN OF SPORTS, REC & WLNS MGMT	3
ESS 250	INTRO TO EXERCISE SCIENCE	2
ESS 330	FIRST AID & CPR	0.5
ESS 340	PREV/CARE ATHLETIC INJ	3

ESS 360	DIVERSITY SPORT AND EXERCISE	1
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 422	PSYCH OF SPORT & PHYS ACTVTY	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 452	PA & SPORT FOR SPECIAL POP	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
ESS 491	PROFESSIONAL PREPARATION	1
ESS 493	RESEARCH METHODS IN ESS	2
ESS 494	EXERCISE PRESC & PROGRMG	4
Complete one of the following:		
ESS 495	ESS RESEARCH PROJECT	3
or ESS 494 INTERNSHIP		
Total Credits		65.5

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Exercise and Sport Science Pre-Physical Therapy (B.S.) – Freshman

Bachelor of Science in Exercise and Sport Science Pre-Physical Therapy Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science		3
WR 30X (upper division Writing course)		3
Elective (3) - Must be upper division credits outside major		3
Total Credits		35

Major Requirements

Code	Title	Credits
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
HHS 451	HLTH & HUMAN SERVICES SEMINAR	1
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
SPT 461	PRIN OF SPORTS, REC & WLNS MGMT	3
ESS 250	INTRO TO EXERCISE SCIENCE	2
ESS 330	FIRST AID & CPR	0.5
ESS 340	PREV/CARE ATHLETIC INJ	3
ESS 360	DIVERSITY SPORT AND EXERCISE	1
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 422	PSYCH OF SPORT & PHYS ACTVTY	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 452	PA & SPORT FOR SPECIAL POP	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
ESS 491	PROFESSIONAL PREPARATION	1
ESS 493	RESEARCH METHODS IN ESS	2
ESS 494	EXERCISE PRESC & PROGRMG	4
Choose one of the following:		
ESS 495	ESS RESEARCH PROJECT	3

or ESS 498 INTERNSHIP

Total Credits 71.5

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Exercise and Sport Science Pre-Physical Therapy (B.S.) – Transfer Student

Bachelor of Science in Exercise and Sport Science Pre-Physical Therapy Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Major Requirements

Code	Title	Credits
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
HHS 451	HLTH & HUMAN SERVICES SEMINAR	1
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
SPT 461	PRIN OF SPORTS,REC & WLNS MGMT	3
ESS 250	INTRO TO EXERCISE SCIENCE	2
ESS 330	FIRST AID & CPR	0.5
ESS 340	PREV/CARE ATHLETIC INJ	3
ESS 360	DIVERSITY SPORT AND EXERCISE	1
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 422	PSYCH OF SPORT & PHYS ACTVTY	3
ESS 432	MEASURE/EVAL IN ESS	3
ESS 452	PA & SPORT FOR SPECIAL POP	3
ESS 464	NUTRITION FOR EXER & HUM PERF	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
ESS 491	PROFESSIONAL PREPARATION	1
ESS 493	RESEARCH METHODS IN ESS	2
ESS 494	EXERCISE PRESC & PROGRMG	4
Complete one of the following:		
ESS 495	ESS RESEARCH PROJECT	3
or ESS 498 INTERNSHIP		
Total Credits		71.5

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Exercise and Sport Science Program Minors

Optional Minors

The following minors are available to Exercise and Sport Science and Exercise and Sport Science Pre-Physical Therapy majors only:

Human Performance Minor (12)

Code	Title	Credits
ESS 287	INTRO HUMAN PERF TRAINING	2
ESS 352	SPORT SKILL ANALYSIS	3
ESS 370	PRINCIPLES OF COACHING	2
ESS 387	ADV HUMAN PERF TRAINING	3
ESS 487	CSCS PREP	2
Total Credits		12

ESS Sport Coaching Minor (12)

Code	Title	Credits
ESS 352	SPORT SKILL ANALYSIS	3
ESS 370	PRINCIPLES OF COACHING	2
ESS 397	COACHING FIELD EXPERIENCE	1
Select Any Two Courses:		6

PSY 321 HUMAN DEVELOPMENT	
PSY 345 CHILD & ADOLESCENT DEVELOPMENT	
PSY 343 THEORIES OF PERSONALITY	
PSY 350 COUNSELING THEORY	
PSY 362 SOCIAL PSYCHOLOGY	
SCW 365SW W/ CHILDREN & ADOLESCENTS	
SPT 462 SPORTS,REC AND WLNS MKTG	
SPT 464 LEGAL ISS SPRTS,REC,WLNS MGMT	
Total Credits	12

Pre-Athletic Training Minor (13)

Code	Title	Credits
ESS 196	INTRO TO ATHLETIC TREATMENT	1
ESS 296	BEGINNING ATHLETIC TREATMENT	2
ESS 396	INTERMEDIATE ATHL TREATMENT	3
ESS 444	ADV ATHLETIC INJURY MGMT	3
ESS 496	ADVANCED ATHLETIC TREATMENT	4
Total Credits		13

Health Care Administration (B.S.)

The Bachelor of Science in Health Care Administration (HCA) offers an accelerated

program to individuals who have completed at least 20 semester credits in college, and either have achieved two years of work experience or have been out of high school for at least three years. The program allows working adults to complete a degree in less than two years (if general education credits are already earned) by attending classes one evening per week, several Friday evenings and Saturdays per semester, and some Monday evening courses for internship courses.

Two unique features of the program are the small class size and the cohort structure of the class. About 16-20 students comprise a class and its members will complete the program as a unit. This format offers the students an opportunity to study together, share ideas and experiences, and develop new personal and professional networks.

The HCA courses address management skills essential to the field of healthcare administration throughout the entire spectrum of healthcare organizations including, but not limited to, acute, clinic, community, and long-term systems of care. The capstone course is an internship based in a healthcare organization and is central to the program. The internship provides in-depth administrative experience, networking, and career development. Special fees and refund policies apply to this program.

Admission Requirements

To apply to the Bachelor of Science in Health Care Administration (HCA) program, the following criteria must be met:

- At least 20 semester credits transferred to Concordia from regionally accredited institutions
 - The HCA core must be taken in its entirety at Concordia
- Have two years of related work experience or have been out of high school at least three years
- Application, résumé, and official college transcripts submitted to Concordia's Office of Admission

Graduation Requirements

See Graduation Requirements for all Concordia University-Portland undergraduate degrees at <http://catalog.cu-portland.edu/undergraduate/academic-information-policies-alphabetical/>.

Mary Amick, M.A., Assistant Professor,
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- Health Care Administration (B.S.) – Freshman (p. 136)
- Health Care Administration (B.S.) – Transfer Student (p. 137)

HCA 301 THE NATION'S HEALTH Credits: 3

This course is a broad survey of the U.S. health care system-the 30,000 foot view. The course explores the organization and operations of the U.S. health care system from various perspectives including systems, policy, operations, and critical issues. Specific attention is given to system organization, finances and cost, quality, management, and access.

HCA 321 LDRSHIP AND BEHVR IN HC Credits: 3

This course explores the complex world of healthcare management and leadership from the perspective of day-to-day operations in multifaceted health care organizations during a time of restructuring and reform. This course looks at management and leadership as a continually evolving art and science and provides a broad overview of the general principles of management and leadership. Management functions, management skills, and personal interaction skills are examined from both theoretical and case study viewpoints.

HCA 331 HEALTHCARE REIMBURSEMENT Credits: 3

This course examines the origin and evolution of the healthcare reimbursement system including managed care and emerging reimbursement models such as value-based purchasing. Content includes the overall managed care system, structural models, and newly emerging models such as ACOs and CCOs. Other topics addressed include administrative and governance activities, reimbursement methodologies, government regulation, and accreditation requirements.

HCA 341 STRATEGIC PLAN & MARKET Credits: 3

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the organization. Both the organizational and marketing planning cycles will be identified and the steps in developing and implementing strategic plans at both levels will be examined.

HCA 351 QUALITY ASSESS & IMPROV Credits: 3

This course is an overview of quality systems and quality management processes as applied in the health care environment. The course reviews the evolution of quality systems in health care including key quality movements, examines the quality improvement process. Also discussed are organizational applications of quality methods and the relationship of quality and quality management to cost and value.

HCA 356 ISSUES IN LTC Credit: 1

This course is an overview of the long term care system discussing aging demographics, definitions of levels of care, and the changing face of residents in long term care facilities. Legislation and programs related to legislation with direct impact on an aging society will also be discussed.

Corequisites: HCA 301, HCA 321, HCA 411, and HCA 431.

HCA 361 HEALTHCARE ECONOMICS Credits: 3

This course is a general introduction to health care economics, focusing on the unique aspects of healthcare economics that differ from economics in general. Key topics covered include macro and micro economic principles, economic policy issues, and government involvement in health care economics.

HCA 364 BASIC HC ACCOUNTING Credits: 3

This course is a general introduction to health care accounting focusing on the unique aspects of healthcare accounting within the overall scope of general accounting. Specific attention is given to basic accounting principles, the organization of accounts, financial statements, ratio and other critical computations, time value of money, and regulations affecting healthcare accounting.

HCA 370 WORKFORCE MANAGEMENT Credits: 3

This course explores health care human resource principles, structure, and laws from the perspective of day-to-day operations in complex, multifaceted health care organizations. Effective HR management requires an understanding of multiples disciplines, functions, and viewpoints including, but not limited to, communication, operating systems, human behavior, and human motivation.

HCA 411 HC ETHICS AND LAW Credits: 3

This course discusses, explains, and uses ethical concepts and identifies how to work within an ethical framework in healthcare organizations in both business and clinical areas including using definitions and ethical constructs. The course identifies the requirements for applied business ethics, and clinical ethics decision making related to contemporary healthcare ethical issues.

Prerequisites: HCA 301 with a C or higher.

HCA 412 LAW & ETHICS GERIATRICS Credit: 1

This course explores the legal and ethical aspects of the delivery of health and social services to the elderly. It will emphasize the legal, ethical, and moral background for decision making in such areas as paternalism, competency, equal distribution of resources, and end-of-life issues.

Prerequisites: HCA 301 with a C or higher.

HCA 413 DATA ANALYTICS IN HEALTHCARE Credits: 3

The future of healthcare requires the analysis of data to drive care and process improvement initiatives within an organization. This course will explore data collection, data retrieval, and data analysis as the foundation for data-informed decision making throughout the healthcare industry.

HCA 414 POPULATION HEALTH Credits: 3

This course explores the relationship of public health and the management of disease in populations from the perspective of healthcare management including the role of management in disease prevention, management of epidemics, emergency preparedness, and disaster response.

HCA 415 PROJECT MANAGEMENT IN HC Credits: 3

As healthcare continues to grow the focus on cost containment and quality improvement drives the need for project management at every level. This course will explore the current models in project management and the application of these models to healthcare improvement initiatives.

HCA 421 HLTHCARE FINANCE AND ACCTG Credits: 3

This course explores the basic foundations of health care finance and gives the student a basic understanding of health care finance as it relates to health care management. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

HCA 422 LEAN SIX SIGMA IN HEALTHCARE Credits: 3

This course examines the use of LEAN Six Sigma in health care organizations including the application of LEAN Six Sigma analysis and tools to strategic management of the organization, systems improvement, planning, and financial management.

HCA 425 HC OPERATIONS MANAGEMENT Credits: 3

This course focuses on managing critical projects and systems in healthcare organizations. Special attention is given to project management, systems analysis, planning and developing projects, and materials management/supply chain management.

HCA 431 REGULATORY COMPLIANCE Credits: 3

This course explores the origin of government and policy making in the United States and then applies that knowledge to the development of health policy over time and current and future trends in health policy. The course also explores the theoretical framework of health policy issues.

Prerequisites: HCA 301 with a C or higher.

HCA 450 PARISH NURSING I Credit: 1

This course examines components necessary for developing an effective parish nursing practice. It is designed to provide experienced RNs with an overview of practice issues and approaches to individuals and groups within a faith community. Strategies for management and promotion of wellness emphasize the interrelationship of spiritual, emotional, and physical health.

HCA 452 BEHAVIOR IN HC ORGANIZATIONS Credits: 3

This course examines organizations from a behavioral perspective and identifies management skills and activities that improve organizational behavior and activities including perceptions and attitudes, diversity, communication, motivation, conflict management, negotiation models, group/team dynamics, and change management.

HCA 457 MANAGERIAL EPIDEMIOLOGY Credit: 1

This course explores the relationship of public health and the management of disease in populations from the perspective of healthcare management including the role of management in disease prevention, management of epidemics, emergency preparedness, and disaster response.

Prerequisites: HCA 370, HCA 351, HCA 422, and HCA 425 with a C or higher

Corequisites: HCA 452, HCA 341, HCA 475, and HCA 491.

HCA 475 INNOV IN HLTH INFORMATICS Credits: 3

This course examines the development and management of healthcare information systems as they relate to patient care needs and healthcare policy requirements. The focus of the course is on current healthcare information systems and the development of healthcare information systems in the future. Financing, patient care, quality, and organizational management of healthcare information systems are discussed and analyzed.

HCA 481 ISSUES IN WORKING WITH ELDERLY Credits: 3

This course provides a basic understanding of biopsychosocial issues prevalent when working with older adults, as well as related policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

Prerequisites: HCA 301 with a C or higher.

HCA 482 SYSTEMS LONG TERM CARE Credit: 1

This course explores the multi-disciplinary nature of long-term care and its blend of health and human services. This continuum of care will be discussed from management and systems perspectives in order to provide guidelines for administration.

Prerequisites: HCA 301 with a C or higher.

HCA 491 HC INTERNSHIP Credits: 1-9

This course is the final and capstone course in which the student synthesizes concepts learned throughout the program in a 120-hour administrative-focused project within a health care facility guided by a management-level mentor within the facility.

Prerequisites: Senior status.

HCA 511 HC ETHICS AND LAW Credits: 3

This course addresses the legal and ethical aspects of health care delivery. It emphasizes the legal and ethical background for responsible decision making.

HCA 512 LAW & ETHICS IN GERIATRICS Credit: 1

This course explores the legal and ethical aspects of the delivery of health and social services to the elderly. It will emphasize the legal, ethical, and moral background for decision making in such areas as paternalism, competency, equal distribution of resources, and end-of-life issues.

HCA 521 LDRSHIP IN HC ORGS Credits: 3

This course explores the complex world of healthcare management and leadership from the perspective of day-to-day operations in multifaceted health care organizations during a time of restructuring and reform. This course looks at management and leadership as a continually evolving art and science and provides a broad overview of the general principles of management and leadership. Management functions, management skills, and personal interaction skills are examined from both theoretical and case study viewpoints.

HCA 522 HEALTHCARE FINANCE Credits: 3

This course explores the basic foundations of health care finance and gives the student a basic understanding of health care finance as it relates to health care management. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

HCA 531 HLTH CARE POLICY & REGULATION Credits: 3

This course explores the origin of government and policy making in the United States and then applies that knowledge to the development of health policy over time and current and future trends in health policy. The course also explores the theoretical framework of health policy issues.

HCA 532 HEALTHCARE REIMBURSEMENT Credits: 3

This course examines the origin and evolution of the healthcare reimbursement system including managed care and emerging reimbursement models such as value-based purchasing. Content includes the overall managed care system, structural models, and newly emerging models such as ACOs and CCOs. Other topics addressed include administrative and governance activities, reimbursement methodologies, government regulation, and accreditation requirements.

HCA 541 STRATEGIC PLAN & MARKET Credits: 3

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the organization. Both the organizational and marketing planning cycles will be identified and the steps in developing and implementing strategic plans at both levels will be examined.

HCA 551 HEALTH CARE SEMINAR Credit: 1

Current advanced health care topics in a workshop format. Topics will be announced by program director.

HCA 552 QUALITY ASSESS & IMPROV Credits: 3

This course examines strategies for assessing and assuring quality of care in the U.S. health care system, including an emphasis on methods of examining the structure, processes, and outcomes of health care.

HCA 570 MANAGING HUMAN RESOURCES Credits: 3

This course demonstrates the direct relationship between the effective use of human resources and organizational success. It studies resource development from the standpoint of recruiting, selection, training, motivation, and other significant areas of management responsibility.

HCA 581 ISSUES IN WORKING WITH ELDERLY Credits: 3

This course provides a basic understanding of biopsychosocial issues prevalent when working with older adults, as well as related policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

HCA 582 SYSTEMS IN L.T. CARE Credit: 1

This course explores the multi-disciplinary nature of long-term care and its blend of health and human services. This continuum of care will be discussed from a management and systems perspectives in order to provide guidelines for administration.

Health Care Administration (B.S.) – Freshman

Bachelor of Science in Health Care Administration Freshman

General Education Requirements

Code	Title	Credit
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3

Intercultural Experiences (5)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science		3
WR 30X (upper division Writing course)		3
Electives (3) - Must be upper division credits outside major		3
Total Credits		35

Health Care Administration Core (45 credits)

Code	Title	Credits
HCA Core (27)		
HCA 301	THE NATION'S HEALTH	3
HCA 321	LDRSHIP AND BEHVR IN HC	3
HCA 331	HEALTHCARE REIMBURSEMENT	3
HCA 411	HC ETHICS AND LAW	3
HCA 413	DATA ANALYTICS IN HEALTHCARE	3
HCA 414	POPULATION HEALTH	3
HCA 421	HLTHCARE FINANCE AND ACCTG	3
HCA 475	INNOV IN HLTH INFORMATICS	3
HCA 491	HC INTERNSHIP	3
Concentrations (18)		18
Choose two Concentrations		
Healthcare Operations Management (9)		
HCA 370 WORKFORCE MANAGEMENT		
HCA 415 PROJECT MANAGEMENT IN HC		
HCA 431 REGULATORY COMPLIANCE		
Healthcare Process Improvement Management (9)		
HCA 341 STRATEGIC PLAN & MARKET		
HCA 351 QUALITY ASSESS & IMPROV		
HCA 425 HC OPERATIONS MANAGEMENT		
Healthcare for an Aging Population (9)		
LTC 302 SYSTEMS IN LTC		
LTC 323 PRINCIPLES OF GERONTOLOGY		
LTC 324 ISSUES IN AGING		
Total Credits		45

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

The student is responsible for completing the graduation requirements listed above. The student is also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward the degree at Concordia University.

While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Health Care Administration (B.S.) – Transfer Student

Bachelor of Science in Health Care Administration Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Health Care Administration Core (45 credits)

Code	Title	Credits
HCA Core (27)		
HCA 301	THE NATION'S HEALTH	3
HCA 321	LDRSHIP AND BEHVR IN HC	3

HCA 331	HEALTHCARE REIMBURSEMENT	3
HCA 411	HC ETHICS AND LAW	3
HCA 413	DATA ANALYTICS IN HEALTHCARE	3
HCA 414	POPULATION HEALTH	3
HCA 421	HLTHCARE FINANCE AND ACCTG	3
HCA 475	INNOV IN HLTH INFORMATICS	3
HCA 491	HC INTERNSHIP	3
Concentrations (18)		18
Choose two Concentrations		
Healthcare Operations Management (9)		
HCA 370 WORKFORCE MANAGEMENT		
HCA 415 PROJECT MANAGEMENT IN HC		
HCA 431 REGULATORY COMPLIANCE		
Healthcare Process Improvement Management (9)		
HCA 341 STRATEGIC PLAN & MARKET		
HCA 351 QUALITY ASSESS & IMPROV		
HCA 425 HC OPERATIONS MANAGEMENT		
Healthcare for an Aging Population (9)		
LTC 302 SYSTEMS IN LTC		
LTC 323 PRINCIPLES OF GERONTOLOGY		
LTC 324 ISSUES IN AGING		
Total Credits		45

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

The student is responsible for completing the graduation requirements listed above. The student is also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward the degree at Concordia University. While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Long Term Care Administration (B.S.)

Concordia's Long Term Care Administration (LTCA) bachelor's degree program is designed for working professionals who want to become leaders in the rapidly-growing long term care sector of the healthcare industry. The program features a cohort model with a small group of students who move through the 16-course curriculum together. Classes are held one night a week, with periodic weekend courses – all taught by experienced healthcare leaders. Students learn leadership skills, long term care finance, legal and ethical considerations, strategic planning, and the foundational principles of serving an aging population. It's the ideal way to make yourself competitive in a growing sector while making a critical difference in the lives of residents and their families.

Admission Requirements

To apply to the Bachelor of Science in Long Term Care Administration (LTCA) program, the following criteria must be met:

- At least 20 semester credits transferred to Concordia from regionally accredited institutions
 - The LTA core must be taken in its entirety at Concordia
- Have two years of related work experience or have been out of high school at least three years
- Application, résumé, and official college transcripts submitted to Concordia's Office of Admission

Graduation Requirements

See Graduation Requirements for all Concordia University-Portland undergraduate degrees at <http://catalog.cu-portland.edu/undergraduate/academic-information-policies-alphabetical/>.

Mary Amick, M.A., Assistant Professor,
mamick@cu-portland.edu

- Long Term Care Administration (B.S.) – Transfer Student (p. 139)

LTC 302 SYSTEMS IN LTC Credits: 3

This course is a broad survey of the long term care system – the 30,000 foot view. The course explores the organization and operations of the U.S. long term care system from various perspectives including systems, policy, operations, and critical issues. Specific attention is given to system organization, finances and cost, quality, management, and access.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 322, LTC 323, and LTC 324.

LTC 322 LEADERSHIP & BEHAVIOR IN LTC Credits: 3

This course outlines the critical management theories, activities and functions from the perspective of managing long term care facilities and systems. Critical long term care management issues and approaches are outlined including focus on management within a tightly regulated environment. Leadership styles and their impacts on effective management approaches are also covered.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 302, LTC 323, and LTC 324.

LTC 323 PRINCIPLES OF GERONTOLOGY Credits: 3

This course is constructed around a complex and multidisciplinary view of aging designed to give healthcare professions a deeper understanding of the interrelated nature of human development, societal attitudes, and public policies. The course includes an overview of chronological, biological, psychological, and sociological elements that are common to an aging population. Specific attention will be given to attitudes toward aging and their effects on individuals, families, society, public policy and programs.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 302, LTC 322, and LTC 324.

LTC 324 ISSUES IN AGING Credits: 3

This course provides a basic understanding of the bio-psychosocial issues prevalent when working with older adults as well as issues related to policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 302, LTC 322, and LTC 323.

LTC 332 LTC REIMBURSEMENT Credits: 3

This course examines the fundamentals of long term care reimbursement systems and methods including the overall reimbursement categories, methodologies, and systems to optimize revenue capture. The relationship of clinical care, documentation, and reimbursement is examined.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 362, LTC 365, and LTC 422.

LTC 342 STRATEGIC PLNG/ MKTNG Credits: 3

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the long term care organization. Both the organizational and marketing planning cycles are identified and the steps in developing and implementing strategic plans at both levels are examined. Particular emphasis will be given to emerging long term care industry trends such as the evolution/ transformation of long term care and post-acute care.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 352, LTC 476, and LTC 498.

LTC 352 QUALITY SYSTEMS IN LTC Credits: 3

This course examines current quality improvement movements and methods in long term care administration focusing on unique quality issues within long term care, improvement systems and methods, quality analysis techniques, and implementation of systems to improve patient care and satisfaction.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 342, LTC 476, and LTC 498.

LTC 362 ECONOMICS IN LTC Credits: 3

This course is a general introduction to long term care economics, focusing on the unique aspects of long term care economics that differ from economics in general. Key topics covered include macro and micro economic principles, economic policy issues, and government involvement in long term care economics.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 365, LTC 332, and LTC 422.

LTC 365 BASIC LTC ACCOUNTING Credits: 3

This course is a general introduction to healthcare accounting focusing on the unique aspects of healthcare accounting in long term care within the overall scope of general accounting. Specific attention is given to basic accounting principles, the organization of accounts, financial statements, ratio and other critical computations, time value of money, and regulations affecting long term care accounting.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 362, LTC 332, and LTC 422.

LTC 371 LTC HUMAN**RESOURCES Credits: 3**

This course explores healthcare human resource principles, structure, and laws from the perspective of day-to-day operations in complex or multifaceted long term care organizations. Effective human resources management requires an understanding of multiple disciplines, functions, and viewpoints including, but not limited to, communication, operating systems, human behavior, human motivation, and special requirements related to working with the elderly.

Prerequisites: LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

Corequisites: LTC 412 and LTC 432.

LTC 412 LTC LAW AND ETHICS Credits: 3

This course discusses, explains, and uses ethical concepts and identifies how to work within an ethical framework in long term care healthcare organizations in both business and clinical areas including using definitions and ethical constructs. The course identifies requirements for applied business ethics, and clinical ethics decision making related to contemporary healthcare ethical issues with major emphasis on law and ethics in geriatrics.

Prerequisites: LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

Corequisites: LTC 432 and LTC 371.

LTC 422 LTC FINANCIAL MGMT Credits: 3

This course explores the basic foundation of health care finance and gives the student a basic understanding of long term care finance as it relates to management of long term care organizations. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 362, LTC 365, and LTC 332.

LTC 432 POLICY AND REGULATION Credits: 3

This course explores the origin, development, and implementation of long term care policy and regulation and explores the executive's role in policy and regulatory design as well as the implementation of regulations in the long term care environment. The regulatory requirements relating to licensing of long term care administrators and long term care facilities is highlighted.

Prerequisites: LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

Corequisites: LTC 412 and LTC 371.

LTC 476 LTC INFO SYSTEMS Credits: 3

This course examines the development and management of healthcare information systems in long term care as they relate to patient care and business/financial needs, as well as long term care policy requirements. The focus of the course is on current long term care information systems and the evolution of long term care information systems in the future. Financing, patient care, quality, and organizational management of healthcare information systems are discussed and analyzed.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 342, LTC 352, and LTC 498.

LTC 498 LTC INTERNSHIP Credits: 3

This course is the final, capstone course in which the student synthesizes concepts learned throughout the program in a 120-hour administrative-focused project within a long term care facility guided by a management-level mentor within the facility.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 342, LTC 352, and LTC 476.

Long Term Care Administration (B.S.) – Transfer Student

Bachelor of Science in Long Term Care Administration

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
	Humanities	3
	Ex: Lit, World History, Music History	
	Physical Education	2

MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
	Social Science	3
	Writing above WR 121	3
Total Credits		31

Long Term Care Administration Core

Code	Title	Credits
Semester #1		
LTC 302	SYSTEMS IN LTC	3
LTC 322	LEADERSHIP & BEHAVIOR IN LTC	3
LTC 323	PRINCIPLES OF GERONTOLOGY	3
LTC 324	ISSUES IN AGING	3
Semester #2		
LTC 332	LTC REIMBURSEMENT	3
LTC 362	ECONOMICS IN LTC	3
LTC 365	BASIC LTC ACCOUNTING	3
LTC 422	LTC FINANCIAL MGMT	3
Semester #3		
LTC 371	LTC HUMAN RESOURCES	3
LTC 412	LTC LAW AND ETHICS	3
LTC 432	POLICY AND REGULATION	3
Semester #4		
LTC 342	STRATEGIC PLNG/MKTNG	3
LTC 352	QUALITY SYSTEMS IN LTC	3
LTC 476	LTC INFO SYSTEMS	3
LTC 498	LTC INTERNSHIP	3
Total Credits		45

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

The student is responsible for completing the graduation requirements listed above.

The student is also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward the degree at Concordia University. While it is the intent of the University to meet students' needs, it may be impossible to provide

every possible class option needed by each student.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Nursing (BSN)

Mission

Concordia University's Nursing Program builds upon scientific preparation and liberal studies to develop clinical competence and reflective compassion. We strive to prepare nurses who practice evidenced-based care, promote health, and provide leadership within healthcare organizations and the community.

The program was founded on the belief that nursing is a Christian calling. The practice of compassion is emphasized throughout the program, and cultural competence is systematically developed to prepare nurses committed to caring for diverse populations. The program develops student competence and confidence in practice skills and deliberately intertwines pathophysiology, pharmacology, clinical reasoning, and understanding of the human experience of illness to develop strong practice judgment. An intensive clinical preceptorship occurs in the final semester. Key curricular concepts include ethical reasoning and evidence based care.

Program Accreditation

The Concordia Nursing Program is accredited by the Commission on Collegiate Nursing Education and fully approved by the Oregon State Board of Nursing. Graduates are eligible to sit for the National Council Licensure Examinations (NCLEX-RN) which all nursing candidates in the United States must pass to become Registered Nurses.

Program Objectives

Graduates of Concordia University-Portland's Nursing Program will:

1. Use intrapersonal spiritual principles to guide personal and professional nursing responses when engaged in health care delivery that respects spiritual beliefs, cultural and individual differences, and the values of self and others.

2. Collaborate with varied cultures, organizations, and communities promoting mutual projects for health promotion, policy development, and accessibility for the underserved.
3. Communicate effectively by means of therapeutic and collaborative listening, recognizing the value, application, and ethical responsibilities when communicating through multiple technologies using professional language in diverse situations.
4. Engage in leadership roles promoting safety and quality care in health care settings, illustrative of altruism, autonomy, human dignity, integrity, and social justice while working with organizational systems and regulatory environments.
5. Use complex thinking to analyze holistic health needs of individuals, families, groups, communities, and populations across the lifespan in various practice settings implementing evidence-based, patient-centered systems for optimizing health outcomes.

Modalities

On-Ground Program (BSN)

Concordia University has a fully on-ground Bachelor of Science in Nursing (BSN) curriculum that is completed in two years using a cohort model. Full-time enrollment is required; currently there is not a part-time option.

Accelerated Hybrid Program (ABSN)

Concordia University offers a Bachelor of Science in Nursing (BSN) in an accelerated format (hereafter referred to as ABSN) that is completed in sixteen months using a cohort model. The curriculum is a combination of online didactic coursework, and hands-on experiential learning and clinical rotations. Full-time enrollment is required; currently there is not a part-time option.

Admission: Pre-Nursing Program

Admission to the on-ground BSN Freshman Advantage Program

For admission into the BSN Freshman Advantage Program, follow the Undergraduate Admission process in the Undergraduate Admission section. Currently, BSN Freshman Advantage program admission also requires the following:

- Submit two letters of recommendation, preferably from science or math teachers who can attest to your qualifications as a

strong candidate for Concordia's nursing program.

- Provide a word-processed essay on "Why I Want to Become a Nurse" (250-500 words)
- Submit any of the following optional items: Additional letters of recommendation, documentation of volunteer experience in health care, academic honors if any, and extra-curricular involvement.

BSN Freshman Advantage Program Benchmarks

Concordia University freshmen, who have been admitted to the BSN Freshman Advantage Program, and who have successfully completed all benchmarks as described below, DO NOT have to apply separately for acceptance into the upper division BSN program.

- Maintain a 3.25 minimum cumulative grade point average (GPA) in all classes. This benchmark must be met at the end of the freshman year and at the end of every subsequent semester, until full acceptance into the BSN upper division program.
- Maintain a 3.25 minimum GPA in math and science classes, including College Algebra (MTH 123), Statistics (MTH 231), Chemistry 101, Chemistry 102, Biology 211, Microbiology (BIO 284), Anatomy (BIO 364), and Physiology (BIO 365). This benchmark must be met at the end of the freshman year and at the end of every subsequent semester, until full acceptance into the BSN upper division program.
- Demonstrate evidence of good citizenship and responsibility while on campus.
- Must be continuously enrolled as a full-time student at Concordia University-Portland during the Fall and Spring semesters.
- Once students begin taking courses at Concordia University-Portland, all remaining Natural Science courses (CHM 101, CHM 102, BIO 211, BIO 284, BIO 364, & BIO 365) must be completed at Concordia University-Portland.
- Must complete an Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course prior to the start of the BSN upper division program.

BSN Freshman Advantage students are notified in early spring of their sophomore year (junior year for students on the 5 year plan) whether they have satisfactorily met the above criteria and can proceed with the BSN program. Grades for at least four science classes and College Algebra should be available at that time. BSN Freshman Advantage Program students who have not met the benchmarks above but have

maintained at least a 3.0 cumulative grade point average and a minimum 3.0 math and science grade point average may apply to the BSN program via the Nursing Admit to Major process.

Admission as an on-ground Pre-Nursing Student (non-Freshman Advantage)

For admission to Concordia University-Portland as an on-ground Pre-Nursing Student (freshman or transfer student), follow the Undergraduate Admission process in the Undergraduate Admission section at www.applytocu.com (<http://www.cu-portland.edu/your-higher-education-journey-starts-here-apply-now>), and select "Pre-Nursing" as your desired major.

On-ground Pre-Nursing Student Benchmarks (non-Freshman Advantage)

Students studying at Concordia University as an on-ground Pre-Nursing students, with the exception of students in the BSN Freshman Advantage Program, must meet all of the following requirements to be eligible to apply to the BSN program via the Nursing Admit to Major process.

- Maintain a 3.0 minimum cumulative grade point average (GPA) in all classes.
- Maintain a 3.0 minimum GPA in math and science classes, including College Algebra (MTH 123), Statistics (MTH 231), Chemistry 101, Chemistry 102, Biology 211, Microbiology (BIO 284), Anatomy (BIO 364), and Physiology (BIO 365).
- Demonstrate evidence of good citizenship and responsibility while on campus.
- Must be a Concordia University-Portland student during the entire academic year (Fall and Spring semesters) immediately prior to the start of the BSN program.
- Must complete an Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course prior to the start of the BSN upper division program.

On-ground Concordia Pre-Nursing students are notified early in the spring semester whether they have satisfactorily met the above criteria and can proceed with the Nursing Admit to Major (ATM) process. The ATM process is a competitive process, and qualifying for the ATM process does not guarantee admission into the BSN program.

Admission as a Pre-ABSN Student

Students applying to Concordia University-Portland as a Pre-Nursing Student planning to pursue the accelerated BSN program must

meet all of the following requirements to be eligible to apply to the ABSN program via the Nursing Admit to Major process.

- Have completed at least 12 credits of college-level courses
- Maintain a 3.0 minimum cumulative grade point average (GPA) in all classes.
- Maintain a 3.0 minimum GPA in math and science classes, including College Algebra (MTH 123), Statistics (MTH 231), Chemistry 101, Chemistry 102, Biology 211, Microbiology (BIO 284), Anatomy (BIO 364), and Physiology (BIO 365).
- Must complete an Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course prior to the start of the BSN upper division program.

Admission: BSN Program

BSN Student Benchmarks

All BSN applicants (on-ground and accelerated) must meet all of the following requirements to be eligible to apply to the BSN or ABSN program:

- All General Education courses and Nursing prerequisites must be completed with:
 - 3.0 minimum cumulative grade point average (GPA) in all classes.
 - 3.0 minimum GPA in math and science classes, including College Algebra (MTH 123), Statistics (MTH 231), Chemistry 101, Chemistry 102, Biology 211, Microbiology (BIO 284), Anatomy (BIO 364), and Physiology (BIO 365).
- Must complete an Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course prior to the start of the BSN upper division program.

Applicants are notified whether they have satisfactorily met the above criteria and can proceed with the Nursing application process. The application process is competitive and qualifying to apply does not guarantee admission into the program.

Admission to the on-ground BSN Program

For admission to Concordia's on-ground BSN program, all candidates who are not current CU pre-nursing students, must meet the above listed benchmarks and must complete the standard Transfer Admission Process before March 15, for a comprehensive faculty review. The highly competitive review process will examine grades, standardized exam scores, and personal qualities identified in a required

interview and professional résumé. BSN candidates are encouraged to begin submitting applications for the upcoming fall BSN cohort beginning November 1 of the preceding year. BSN candidates must complete the application process by March 15, and must complete an Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course before the fall entrance.

Admission to the accelerated BSN Program (ABSN)

For admission to Concordia's accelerated nursing program, all candidates must meet the above listed benchmarks and, in conjunction with their enrollment specialist, complete the following:

1. An updated copy of professional résumé.
2. Proof of academic readiness by providing one of the following:
 - a. Official transcripts from all institutions previously attended (Concordia students must submit only transcripts from other institutions attended since they began attending at CU)
 - b. Results of the Kaplan test for those who have not previously earned a bachelor's degree
3. Evidence of completing a Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course
4. Documentation of completed general education and prerequisite courses through an Official Transcript Evaluation conducted by Concordia's Office of the Registrar.

There are three cohort starts each year: January, late April or early May, and August. Contact Concordia's Office of Online Admission for more details and an admissions process timeline.

General Transfer Policies

Nursing Transfer Guides

Concordia University provides Nursing-specific transfer guides for local schools on the Concordia University website. Students should follow these guides, in addition to consultation with a CU Transfer Admission Counselor. Any courses not outlined on the transfer guides will be evaluated for content equivalency.

Transfer Biology Prerequisites

Students seeking admission to the BSN or ABSN program at CU, and who will transfer in the course equivalents for all three higher-level nursing prerequisite biology courses (BIO 284, BIO 364, and BIO 365), may fulfill BIO 211 with

any 100-level or higher human biology course with a lab; the course must be/have been taken for a letter grade.

Post-Baccalaureate Biology & Chemistry Prerequisites

Students, who have completed a baccalaureate degree prior to seeking admission to the BSN or ABSN program at CU, may fulfill BIO 211 with one year or 100-level or higher human biology coursework with a lab; the course must be/have been taken for a letter grade.

Similarly, for the post-baccalaureate student, CHM 101 & CHM 102 may be fulfilled with 1 year of 100-level or higher chemistry coursework, with a lab.

Latency Policy

Transfer credits will be accepted which meet the following criteria:

- Math coursework – 10 year or younger
- Science coursework – 7 years or younger

Note: Latency is counted from the year (regardless of month or term) the student starts at CU – not the cohort start – and goes back to the year the coursework was completed.

Curricular Requirements

On-Ground BSN

Prior to acceptance into the BSN program, all Nursing prerequisite courses, electives, and General Education requirements must be met, except REL 401, HUM 351, and PE which may be taken concurrently with the program.

Accelerated BSN

Prior to acceptance into the ABSN program, all Nursing prerequisite courses, electives, and General Education requirements must be met, except REL 401, HUM 351 and PE, which may be taken concurrently with the ABSN program. Note, however, that it is *strongly* recommended that the ABSN student complete *all* non-nursing coursework prior to the program start.

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- Nursing (BSN) – Freshman (p. 143)
- Nursing (BSN/ABSN) – Transfer Student (p. 144)

NUR 350 FUNDAMENTALS AND CHRONIC CARE Credits: 4

This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 304 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component.

Corequisites: NUR 350L, NUR 351 and NUR 352.

NUR 350L FUND AND CHRONIC CARE LAB Credits: 4

This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 304 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component.

Corequisites: NUR 350, NUR 351 and NUR 352.

NUR 351 PATHOPHYS & PHARMACLOGY I Credits: 4

This course explores processes underlying all disease states and systematically reviews pathophysiological changes in selected body systems with an emphasis on chronic illnesses. The course also provides an overview of pharmacology with systematic study of one representative drug in each class. Pathophysiology and pharmacology concepts are presented concurrently with a link to discussion of medical and nursing management of chronic illnesses in the clinical nursing course.

Corequisites: NUR 350 and NUR 352.

NUR 352 NURSING INFORMATICS Credits: 2

This course will provide nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists the nursing student to recognize when there is a need for information, and to be able to identify, locate, evaluate and effectively use that information for the issue or problem at hand. The course will provide information about library science and will explain how information literacy is used to locate appropriate resources for education of individual clients and the community about health and disease.

Corequisites: NUR 350 and NUR 351.

NUR 353 NURSING IN ACUTE CARE SETTING Credits: 4

The course will examine the complexity of individuals in acute care settings. The course expands the concepts of professional nursing practice, care coordination, discharge planning, and nursing management of individuals experiencing an acute illness, injury or acute exacerbation of a chronic condition. Examination of mental health influences on acute, episodic events will be explored. The course has a clinical component.

Corequisites: NUR 353L, NUR 354 and NUR 355.

NUR 353L NURSING IN ACUTE CARE SET LAB Credits: 4

The course will examine the complexity of individuals in acute care settings. The course expands the concepts of professional nursing practice, care coordination, discharge planning, and nursing management of individuals experiencing an acute illness, injury or acute exacerbation of a chronic condition. Examination of mental health influences on acute, episodic events will be explored. The course has a clinical component.

Corequisites: NUR 353, NUR 354 and NUR 355.

NUR 354 PATHOPHYS & PHARMACLOGY II Credits: 4

This course completes the examination of pathophysiological changes in the human body, with emphasis on acute illness and injury. The course examines pharmacology in greater depth with emphasis on clinical decision-making. Pathophysiology and pharmacology concepts are presented concurrently with discussion of medical and nursing management of acute illnesses in the clinical nursing course and with the mental health nursing theory course.

Corequisites: NUR 353 and NUR 355.

NUR 355 MENTAL HEALTH NURSING Credits: 3

This course examines mental health and strategies to enhance mental health of the individual and family within their social and cultural context. Skills in therapeutic communication and group dynamics will be developed. In addition, the course examines the most common psychiatric problems including their recognition, underlying biological and psychosocial dynamics, and effective interventions. Nursing care of mental health/addictive conditions of patients and families are explored from an evidenced-based perspective.

Prerequisites: NUR 350 and NUR 351 with a C or higher

Corequisites: NUR 353 and NUR 354.

NUR 403 NURS RESEARCH & EVIDENCE Credits: 2

This course enables the student to understand the purpose of nursing research, to identify common research designs, and to critique common research studies. The student will become familiar with the ways that notable nursing research has influenced quality practice. Likewise, this course examines the rationale for nursing practice to be grounded in research and other sources of evidence and explores evidence-based practice.

Prerequisites: NUR 352 with a C or higher.

NUR 410 CARE OF CHLDRN & CHLDBRNG FAM Credits: 4

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings.

Corequisites: NUR 410L.

NUR 410L CARE OF CLDN & CHLDBNG FAM LAB Credits: 3

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings.

Corequisites: NUR 410.

NUR 411 NURSING IN THE COMMUNITY Credits: 4

This course focuses on community and population based care. Concepts related to health promotion and illness care are integrated with public health concepts to provide population centered health care in the community. Vulnerable populations will be served through individual and family focused care experiences in homes, clinics, shelters, health programs for the vulnerable, and other community-based settings. Populations with chronic illnesses and with mental health and behavioral issues will be included as well as well individuals.

Prerequisites: NUR 355 with a C or higher

Corequisites: NUR 410L.

NUR 411L NURSING IN THE COMMUNITY LAB Credits: 3

This course focuses on community and population based care. Concepts related to health promotion and illness care are integrated with public health concepts to provide population centered health care in the community. Vulnerable populations will be served through individual and family focused care experiences in homes, clinics, shelters, health programs for the vulnerable, and other community-based settings. Populations with chronic illnesses and with mental health and behavioral issues will be included as well as well individuals.

Prerequisites: NUR 355 with a C or higher

Corequisites: NUR 410.

NUR 412 LEADERSHIP AND POLICY Credits: 3

This course examines nursing leadership and management within the context of health care delivery systems. Positive change, conflict management, delegation, supervision, team building, information systems, professional roles and ethical practice will be examined. The influence of health care policies on quality, culture of safety, and the health care environment in which nurses practice will be investigated.

Prerequisites: NUR 410 and NUR 411 with a C or higher

Corequisites: NUR 413 and NUR 414.

NUR 413 CMPLX CLINCL NRSNG CAPSTONE Credits: 3

This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during a 200-hour preceptored clinical experience.

Corequisites: NUR 413L, NUR 412 and NUR 414.

NUR 413L CMPLX CLINCL NRSNG CPSTN LAB Credits: 5

This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during a 200-hour preceptored clinical experience.

Corequisites: NUR 413, NUR 412 and NUR 414.

NUR 414 SPIRITUAL CARING AND ETHICS Credits: 3

This course examines moral, ethical and legal aspects of delivering healthcare, and emphasizes development of an ethical framework for making decisions. Students will study models for ethical decision making, legal issues, and professional resources to guide the ethical practice of nursing.

Prerequisites: NUR 410 and NUR 411 with a C or higher

Corequisites: NUR 412 and NUR 413.

Nursing (BSN) – Freshman

Bachelor of Science in Nursing Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
or REL 401 FAITH FOR LIFE		
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
or HUM 351 CHALLENGES OF GLOBAL DIVERSITY		
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science (take PSY201 if PSY321 is unmet)		3
WR 30X (upper division Writing course)		3
Electives (3) - Must be upper division credits outside major		3
Total Credits		35

Major Requirements

Code	Title	Credits
Nursing Prerequisites (33)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 284	MICROBIOLOGY WITH LAB	3
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
CHM 101	CHEMISTRY FOR LIFE WITH LAB	3
CHM 102	PRIN OF ORG & BIOCHEM WITH LAB	3
PSY 321	HUMAN DEVELOPMENT	3
MTH 123	COLLEGE ALGEBRA	3
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3

ESS 462	NUTRITION	3
Nursing Core (59)		
NUR 350	FUNDAMENTALS AND CHRONIC CARE	4
NUR 350L	FUND AND CHRONIC CARE LAB	4
NUR 351	PATHOPHYS & PHARMACLOGY I	4
NUR 352	NURSING INFORMATICS	2
NUR 353	NURSING IN ACUTE CARE SETTING	4
NUR 353L	NURSING IN ACUTE CARE SET LAB	4
NUR 354	PATHOPHYS & PHARMACLOGY II	4
NUR 355	MENTAL HEALTH NURSING	3
NUR 403	NURS RESEARCH & EVIDENCE	2
NUR 410	CARE OF CHLDRN & CHLDBRNG FAM	4
NUR 410L	CARE OF CLDN & CHLDBNG FAM LAB	3
NUR 411	NURSING IN THE COMMUNITY	4
NUR 411L	NURSING IN THE COMMUNITY LAB	3
NUR 412	LEADERSHIP AND POLICY	3
NUR 413	CMPLX CLINCL NRSNG CAPSTONE	3
NUR 413L	CMPLX CLINCL NRSNG CPSTN LAB	5
NUR 414	SPIRITUAL CARING AND ETHICS	3
Total Credits		92

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas. Please refer to the catalog for full explanation of requirements.

Nursing (BSN) – Transfer Student Bachelor of Science in Nursing Transfer Student General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
or REL 401 FAITH FOR LIFE		
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
or HUM 351 CHALLENGES OF GLOBAL DIVERSITY		
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science (take PSY201 if PSY321 is unmet)		3
Writing above WR 121		3
Total Credits		31

Major Requirements

Code	Title	Credits
Nursing Prerequisites (33)		
BIO 211	GENERAL BIOLOGY I WITH LAB	4
BIO 284	MICROBIOLOGY WITH LAB	3
BIO 364	HUMAN ANATOMY & PHYS I W/ LAB	4
BIO 365	HUMAN ANATOMY & PHYS II W/ LAB	4
CHM 101	CHEMISTRY FOR LIFE WITH LAB	3
CHM 102	PRIN OF ORG & BIOCHEM WITH LAB	3
PSY 321	HUMAN DEVELOPMENT	3
MTH 123	COLLEGE ALGEBRA	3
MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
ESS 462	NUTRITION	3
Nursing Core (59)		

NUR 350	FUNDAMENTALS AND CHRONIC CARE	4
NUR 350L	FUND AND CHRONIC CARE LAB	4
NUR 351	PATHOPHYS & PHARMACLOGY I	4
NUR 352	NURSING INFORMATICS	2
NUR 353	NURSING IN ACUTE CARE SETTING	4
NUR 353L	NURSING IN ACUTE CARE SET LAB	4
NUR 354	PATHOPHYS & PHARMACLOGY II	4
NUR 355	MENTAL HEALTH NURSING	3
NUR 403	NURS RESEARCH & EVIDENCE	2
NUR 410	CARE OF CHLDRN & CHLDBRNG FAM	4
NUR 410L	CARE OF CLDN & CHLDBNG FAM LAB	3
NUR 411	NURSING IN THE COMMUNITY	4
NUR 411L	NURSING IN THE COMMUNITY LAB	3
NUR 412	LEADERSHIP AND POLICY	3
NUR 413	CMPLX CLINCL NRSNG CAPSTONE	3
NUR 413L	CMPLX CLINCL NRSNG CPSTN LAB	5
NUR 414	SPIRITUAL CARING AND ETHICS	3
Total Credits		92

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas. Please refer to the catalog for full explanation of requirements.

Social Work (B.A./B.S.)

Concordia's Social Work Program is nationally accredited by the Council on Social Work Education. National social work accreditation makes our graduates eligible to apply for advanced standing in graduate social work programs. Advanced standing students are able to complete a master's degree in social work in one year rather than two.

The mission of the Social Work Program is to develop social work professionals who will identify and build on individual, family, and

community strengths, while promoting human dignity and positive social change. In order to achieve this goal, the Social Work Program strives to provide a curriculum and learning environment that is accessible to a broad diversity of students who will make important and unique contributions in their service to clients, communities, and the profession at large. Social work is a practice-oriented discipline, and a social work degree qualifies students for a variety of entry-level positions in the human service field including mental health, gerontology, child welfare, adult and juvenile justice, and substance abuse prevention.

Students have two options for pursuing a degree in social work at Concordia.

The Bachelor of Arts in Social Work is the more traditional program. Concordia's Bachelor of Science in Social Work is designed for non-traditional students, recognizing the value of relevant work experience.

Concordia's Social Work Program prepares students:

- to become leaders who work actively towards a transformed society in which all can lead lives of human dignity.
- for competent, ethical and self-reflective generalist social work practice.
- to draw on their spiritual beliefs to demonstrate a deep respect and honor for others and for oneself.
- to work in diverse communities.

Those who successfully complete Concordia's Social Work Program will be able to:

- demonstrate ethical and professional behavior,
- engage diversity and difference in practice,
- advance human rights and social, economic, and environmental justice,
- engage in practice-informed research and research-informed practice,
- engage in policy practice,
- engage with individuals, families, groups, organizations, and communities,
- assess individuals, families, groups, organizations, and communities,
- intervene with individuals, families, groups, organizations, and communities, and
- evaluate practice with individuals, families, groups, organizations, and communities,

Field experience is an integral part of Concordia's social work major. During two semesters of the senior year, students participate in a supervised learning experience

in a community agency that reflects each student's interests and learning needs.

A number of campus activities are geared specifically for social work students, including the Social Work Club, the Social Work Graduate School Panel, and Social Work Advocacy Day. Social Work faculty regularly lead students on international study tours to places such as Nicaragua, Germany, and the Dominican Republic. In addition, relationships with faculty mentors help students direct their own learning to meet personal and professional goals.

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- Social Work (B.A.) – Freshman (p. 146)
- Social Work (B.A.) – Transfer Student (p. 147)
- Social Work (B.S.) – Transfer Student (p. 148)

SCW 251 INTRO TO SOCIAL WORK Credits: 3

This course provides an overview of professional social work including the values, ethics, knowledge base, and history of the profession. The connections between the social work profession, social justice, and the social welfare delivery system are explored. Students are introduced to the many practice areas in which social workers work, including mental health, medical, school, criminal justice, gerontology, addictions, anti-poverty, and community-based settings. To better understand the profession students will visit community agencies and have guest speakers from diverse social work practice settings.

SCW 321 SOCIAL WORK INTERVIEWING Credits: 3

This course prepares students to use a strengths-based, solution-focused approach to interviewing. Students learn how to interview clients in a variety of situations, including mandated clients and clients in crisis. The course includes hands-on practice in interviewing and uses videotaping to maximize student learning. The principles of motivational interviewing are also addressed in this course.

Prerequisites: SCW 351 with a C or higher or concurrent enrollment.

SCW 351 HUMAN BEHAV IN SOC ENV Credits: 3

This course provides an introduction to the various theories of human behavior in the social environment as a foundation for social work practice. The relationship among biological, psychological, social, and cultural systems as they affect the person-in-environment will be examined. Critical thinking and theory application skills will be emphasized.

Prerequisites: SCW 251 and WR 308 with a C or higher and SOC 220 with a D or higher or concurrent enrollment.

SCW 352 SW PRACTICE W/ INDV/FAM/GRPS Credits: 3

An introduction to the theories and skills essential for effective, beginning social work practice with individuals, families and groups, including the application of the problem-solving/solution-building process.

Prerequisites: SCW 351 with a C or higher or concurrent enrollment.

SCW 353 SW PRACTICE W/COMMUNITY & ORG Credits: 3

An introduction to the knowledge, theories, and skills essential for effective, beginning social work practice with communities and service organizations. This course emphasizes social justice and planned change at the community and organizational levels.

Prerequisites: SCW 352 with a C or higher.

SCW 354 SPIRITUAL & CULTURAL DIVERSITY Credits: 3

Social workers work with people who represent many spiritual and cultural backgrounds. This course assists students in understanding their own beliefs and cultural identity in order to understand the other person. Students learn to recognize the barriers and opportunities associated with various aspects of spiritual, cultural, and other identity factors. Students will learn to successfully build relationships with and provide responsive services for people from backgrounds different from their own by adjusting their communication style and modifying their behaviors.

Prerequisites: SCW 251 with a C or higher or concurrent enrollment.

SCW 361 CHEM DEP & ADDICT BEHAV Credits: 3

A course designed to introduce the student to the area of chemical dependency by providing an overview of the social issues related to chemical dependency, examination of the social structure, and assessment and treatment methodologies.

Prerequisites: PSY 201 with a C or higher.

SCW 363 BSW SKILLS Credits: 3

This course prepares students to apply generalist social work skills across some of the most common situations faced by social workers: addiction, mental health, interpersonal violence, and crisis. Students will learn to recognize the signs and symptoms presented by clients in these four areas, as well as describe the appropriate role of the BSW. Students will proactive specific engagement, screening, and referral methods. They will gain confidence in suicide assessment and intervention.

Prerequisites: SCW 352 with a C or higher.

SCW 365 SW W/ CHILDREN & ADOLESCENTS Credits: 3

This course provides an exploration of social work practice with children and adolescents, including provision of services to children and adolescents in schools, groups, out-of-home placements, in nontraditional families, and families affected by illness or death.

Prerequisites: PSY 201 with a C or higher.

SCW 391 PREPRACTICUM SEMINAR Credit: 1

The purpose of this seminar is to prepare junior-level Social Work students to begin their first semester of social work practicum. Students will examine their career goals, the social work knowledge, skills and values they want to further develop, and the practicum settings where they will best be able to accomplish these goals. By the end of the seminar, students are expected to have finalized their practicum site and supervisor arrangements. Students should enroll in this course the semester immediately preceding their practicum.

Prerequisites: SCW 353 and SCW 363 with a C or higher.

SCW 399 INTL STUDY TOUR Credits: 3

This social work study tour is designed to give students the opportunity to learn and experience how social work is practiced in another culture. A Concordia faculty member will accompany students as they visit social service agencies and attend lectures given by social work faculty from that culture. Students will be able to explore how culture and values influence the social work profession and the delivery of social services. This course is generally scheduled for May or during Spring Break.

Prerequisites: PSY 201 with a C or higher.

SCW 441 GRANT WRITING Credit: 1

This seminar provides beginning skill instruction in the seeking and management of grants. Topics covered include grant-related concepts, investigating grant opportunities, research for grant development, proposal writing and presentation, and receiving and managing grants.

Prerequisites: SCW 353 with a C or higher

Corequisites: SCW 492.

SCW 451 SEMINARS IN HSS TOPICS Credit: 1

Current advanced social work topics in a workshop format. Topics will be announced by the program director.

SCW 471 SOCIAL RESEARCH METHODS Credits: 3

This is an introductory course to the scientific, analytic approach to building knowledge for practice. In this course students learn to develop and use empirically based knowledge, including both qualitative and quantitative methods. Students will also become informed consumers of research reports for the purpose of informing social work policy and practice.

Prerequisites: SCW 353 with a C or higher and MTH 097.

SCW 472 SOCIAL WELFARE POLICY Credits: 3

This course covers the history of the current structure of social welfare services and the role of policy in service delivery, social work practice, and the attainment of individual and social well-being. Students will become equipped to participate in policymaking at the agency, local, state, and national level and be prepared to effectively analyze social policy.

Prerequisites: SCW 492 with a C or higher or concurrent enrollment.

SCW 482 THE PROFESSIONAL SOCIAL WORKER Credits: 3

This course focuses on issues related to beginning generalist social work practice.

How do personal values relate to professional practice? How does one continue to develop professionally once working in the field? How can one do self-care to avoid burnout? Since part of being a professional is understanding and adhering to a professional code of ethics, the NASW code of ethics will be examined, and students will develop strategies for dealing with ethical conflicts. This course should be taken during the student's last semester in the Social Work Program.

Prerequisites: SCW 492 with a C or higher or concurrent enrollment. Recommended last semester of SCW 492.

SCW 491 SOCIAL WORK PRACTICUM Credits: 1-6

This course is an educationally directed, coordinated, and monitored field practicum focused on the role of the generalist social worker. Senior level students spend a minimum 400 clock hours over two or three semesters in a supervised social work setting. The emphasis is on the student's application of the knowledge, skills, and values developed in previous social work courses and through life experience.

Prerequisites: SCW 391 with a C or higher

Corequisites: SCW 492.

SCW 492 PRACTICUM SEMINAR Credits: 1-4

This seminar course supports social work practicum students in their integration of classroom learning and field instruction. Academic assignments are designed to facilitate professional, reflective, evidence-based, and resilient social work practice. Must be taken concurrently with SCW 491; see Social Work Practicum Manual for details.

Prerequisites: SCW 391 with a C or higher

Corequisites: SCW 491.

SCW 499 INDEPENDENT STUDY Credits: 1-3

Social Work (B.A.) – Freshman

Bachelor of Arts in Social Work Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6

Studies in Arts & Sciences (18)

Natural Science	3
Fine Arts	3
PSY 201 PRINC OF PSYCHOLOGY	3
WR 30X (upper division Writing course) ¹	3
Electives (6) - At least three must be upper division credits outside major	6
Total Credits	50

¹ WR 308 ADVANCED RESEARCH WRITING is a prerequisite for SCW courses.

Social Work Requirements

Code	Title	Credits
Social Work Core (44)		
SCW 251	INTRO TO SOCIAL WORK	3
SCW 351	HUMAN BEHAV IN SOC ENV	3
SCW 352	SW PRACTICE W/ INDV/FAM/ GRPS	3
SCW 354	SPIRITUAL & CULTURAL DIVERSITY	3
SCW 321	SOCIAL WORK INTERVIEWING	3
SCW 353	SW PRACTICE W/COMMUNITY & ORG	3
SCW 363	BSW SKILLS	3
SCW 391	PREPRACTICUM SEMINAR	1
SCW 441	GRANT WRITING	1
SCW 471	SOCIAL RESEARCH METHODS	3
SCW 472	SOCIAL WELFARE POLICY	3
SCW 482	THE PROFESSIONAL SOCIAL WORKER	3

Practicum

SCW 491 SOCIAL WORK PRACTICUM
(Must be taken for a total of 8 credits)

SCW 492 PRACTICUM SEMINAR (Must be taken for a total of 4 credits)

Social Work Electives (9)

At least three credits must be SCW:

SCW 361	CHEM DEP & ADDICT BEHAV	3
SCW 399	INTL STUDY TOUR	3
SCW 365	SW W/ CHILDREN & ADOLESCENTS	3
HHS 451	HLTH & HUMAN SERVICES SEMINAR (Up to 3 credits)	1
HCA 411	HC ETHICS AND LAW	3
PSY/MTH 231	RESEARCH & STATISTICAL TECHNIQ	3

Select three to six hours in any PSY or SOC course in the CU catalog

Total Credits **53**

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Social Work (B.A.) – Transfer Student

Bachelor of Arts in Social Work

Transfer Student**General Education Requirements**

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		

Spiritual Formation

REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3

Intercultural Experiences (11)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

Studies in Arts & Sciences (18)

Natural Science	3
Fine Arts	3
WR 30X (upper division Writing course) ¹	3
Social Science	3
Electives (6) - At least three must be upper division credits outside major	6

Total Credits **49**

¹ WR 308 ADVANCED RESEARCH WRITING is a prerequisite for SCW courses.

Social Work Requirements

Code	Title	Credits
Social Work Core (44)		44
SCW 251	INTRO TO SOCIAL WORK	3
SCW 351	HUMAN BEHAV IN SOC ENV	3
SCW 352	SW PRACTICE W/ INDV/FAM/ GRPS	3
SCW 354	SPIRITUAL & CULTURAL DIVERSITY	3
SCW 321	SOCIAL WORK INTERVIEWING	3
SCW 353	SW PRACTICE W/COMMUNITY & ORG	3
SCW 363	BSW SKILLS	3
SCW 391	PREPRACTICUM SEMINAR	1
SCW 441	GRANT WRITING	1
SCW 471	SOCIAL RESEARCH METHODS	3
SCW 472	SOCIAL WELFARE POLICY	3
SCW 482	THE PROFESSIONAL SOCIAL WORKER	3

Practicum

SCW 491 SOCIAL WORK PRACTICUM
(Must be taken for a total of 8 credits)

SCW 492 PRACTICUM SEMINAR (Must be taken for a total of 4 credits)

Social Work Electives (9)

At least three credits must be SCW:

SCW 361	CHEM DEP & ADDICT BEHAV	3
SCW 399	INTL STUDY TOUR	3
SCW 365	SW W/ CHILDREN & ADOLESCENTS	3
HHS 451	HLTH & HUMAN SERVICES SEMINAR (Up to 3 credits)	1
HCA 411	HC ETHICS AND LAW	3
PSY/MTH 231	RESEARCH & STATISTICAL TECHNIQ	3

Select three to six hours in any PSY or SOC course in the CU catalog

Total Credits **53**

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Social Work (B.S.) – Transfer Student

Bachelor of Science in Social Work

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Social Work Requirements

Code	Title	Credits
Social Work Core (44)		44
WR 308 is a prerequisite for all SCW courses		
SCW 251	INTRO TO SOCIAL WORK	3
SCW 351	HUMAN BEHAV IN SOC ENV	3
SCW 352	SW PRACTICE W/ INDV/FAM/GRPS	3
SCW 354	SPIRITUAL & CULTURAL DIVERSITY	3
SCW 321	SOCIAL WORK INTERVIEWING	3
SCW 353	SW PRACTICE W/COMMUNITY & ORG	3
SCW 363	BSW SKILLS	3
SCW 391	PREPRACTICUM SEMINAR	1
SCW 441	GRANT WRITING	1
SCW 471	SOCIAL RESEARCH METHODS	3
SCW 472	SOCIAL WELFARE POLICY	3
SCW 482	THE PROFESSIONAL SOCIAL WORKER	3
Practicum		

SCW 491 SOCIAL WORK PRACTICUM
(Must be taken for a total of 8 credits)

SCW 492 PRACTICUM SEMINAR (Must be taken for a total of 4 credits)

Social Work Electives (3)		3
Choose 3 credits:		
SCW 361	CHEM DEP & ADDICT BEHAV	3
SCW 399	INTL STUDY TOUR	3
SCW 365	SW W/ CHILDREN & ADOLESCENTS	3
HHS 451	HLTH & HUMAN SERVICES SEMINAR (Up to 3 credits)	1
HCA 411	HC ETHICS AND LAW	3
PSY/MTH 231	RESEARCH & STATISTICAL TECHNIQ	3
Select three credits in any PSY or SOC course in the CU catalog		
Total Credits		47

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

SCHOOL OF MANAGEMENT

Mission

The mission of the School of Management is to prepare leaders who will transform society through business, government or non-profit organizations.

In support of this mission, the School of Management (SOM) strives to create student-centered learning experiences with a focus on hands-on learning and an emphasis on “real-world” experience to support theoretical knowledge. In today’s competitive business world, people who achieve results and exceed goals by utilizing problem solving, communication, and decision-making skills are in great demand. The School of Management curriculum prepares students to meet these challenges. Concordia’s programs are unique in that graduates will not only understand the management aspects but will also possess a firm grasp on the ethical, creative and adaptive components necessary to practice within these professions. As a result, Concordia’s business majors are sought by local, regional, national, and international firms, along with government and non-profit organizations.

Objectives

Through the School of Management’s commitment to excellence in teaching and mentoring, it will develop students who:

Think critically and creatively

Communicate clearly

Act ethically

and

Lead others to do the same

These capabilities, integrated into a framework of Christian values, prepare students to become agents of positive change, thereby transforming society and the workplace.

Degree Programs

The School of Management offers three traditional undergraduate degree programs and one adult degree completion program:

Traditional Undergraduate Business Education Programs

- Bachelor of Arts (BA) degree in Accounting

- Bachelor of Arts (BA) degree in Business Administration
- Bachelor of Arts (BA) degree in Marketing

Adult Degree Completion Program

- Bachelor of Science (BS) degree in Homeland Security & Emergency Management

Undergraduate Outcomes

The below set of Intended Educational Outcomes apply to the traditional undergraduate BA programs. These Intended Educational Outcomes directly support the Strategic Vision Elements and Institutional Goals document of the university, and in turn, the institution’s Mission Statement.

Upon completion of the undergraduate business program, students will demonstrate:

- a relevant knowledge base for their field,
- an understanding of diversity and multicultural impact in business,
- the ability to understand and adapt to change and innovation,
- high ethical standards and an understanding of lives of service,
- critical thinking and effective reflection and decision-making skills,
- practical leadership skills,
- practical use of information technology, and
- effective communications skills.

Accreditation

Concordia University is accredited by the Northwest Commission on Colleges and Universities. The School of Management is professionally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

School of Management Sponsored Activities

In order to expand personal and professional awareness, students are encouraged to participate in a wide variety of campus activities.

SOM sponsored activities include Concordia Business Leaders business club (open to all students), pre-law society, the CEO Roundtable, Dining with an Exec Program, international study-travel, international internships, CASH Oregon, and student-faculty functions.

Business students are encouraged to join or to participate in a variety of off-campus activities

including community service opportunities, guest lectures, and corporate visits.

Undergraduate Business Degree Programs

Students pursuing the Bachelor of Arts (BA) degree in business may major in Accounting, Business Administration, or Marketing. These three majors are designed as traditional undergraduate, four-year programs. They provide students with opportunities to develop the personal and professional skills of the business world. To accomplish this, students are required to complete courses and activities in three distinct areas:

1. The first area requires students to complete the General Business CORE.
2. The second area requires students to complete CORE courses for their chosen major (Marketing or Accounting).
3. The third area for Business Administration majors requires students to complete advance study in a business related concentration. The advanced study concentrations include: Accounting, Finance, General Business, Management, Marketing, and Sports Management.

All students complete an internship. The purpose of this internship is to help students apply academic knowledge to a supervised work environment. The internship brings together academic preparation with an actual employment situation providing the students with an opportunity to apply their knowledge, communication, decision-making, and problem solving skills. A substantial number of business internships turn into full-time employment opportunities upon graduation. Many of these students are in an enviable position upon graduation; they already have a job offer and can begin their careers immediately.

Students enrolled in the School of Management may wish to travel overseas to study or complete an internship with a company in another country. For review of opportunities, look at the Study Abroad section of this catalog.

Electives

Students need sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses. Students may also elect to take additional hours in BA 499 BUSINESS INTERNSHIP.

Business Exit Exam

To graduate, the School of Management requires two exit exams. Test results are used as part of our ACBSP accreditation process and to help improve the Business curriculum. All undergraduate School of Management majors will complete the Business Critical Thinking Skills Test (BCTST) and the Common Professional Component (CPC) exam. The exams are administered during the student's last semester.

Accounting (B.A.)

For those who yearn to speak fluent numbers, an accounting degree from Concordia adds up to success. From spreadsheets and serial bonds to long-term assets and short-term debt, accounting is the language of the business world. Through courses and experiences you will develop the interpersonal, teamwork and problem-solving skills you'll need to approach, analyze and shape financial practices within a business or organization. You will also learn how to apply technology in the accounting field.

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- Accounting (B.A.) – Freshman (p. 151)
- Accounting (B.A.) – Transfer Student (p. 151)

ACT 201 FINANCIAL ACCOUNTING Credits: 3

This course is an introduction to financial accounting concepts. The content and delivery of the subject is geared to accounting and non-accounting majors. Topics covered include: the role of accounting, analysis and preparation of financial statements, accounting for accruals and deferrals, recording process, internal control and accounting for cash, valuation of assets, accounting for long-term operational assets and long-term debt and equity transactions, and statement of cash flow.

Prerequisites: BA 101 with a C grade or higher.

ACT 202 MANAGERIAL ACCOUNTING Credits: 3

This course emphasizes the use and interpretation of accounting information by management in the functions of planning, organizing and controlling business activities and costs. Emphasis is placed on Activity Based Costing Concepts and Principles. Topics covered will include managerial accounting, cost terms (concepts and classifications), cost behavior (analysis and use), variable and activity based costing, profit planning and standard cost, using accounting for decision-making purposes, flexible budgets and overhead analysis, statement of cash flows and financial statement analysis.

Prerequisites: ACT 201 with a C or higher.

ACT 301 INTERMEDIATE ACCT I Credits: 3

This course will help the student to: understand the accounting environment, review fundamental principles of accounting, prepare and analyze financial statements according to GAAP (Generally Accepted Accounting Principles), interpret and formulate solutions to accounting transactions, apply intermediate level concepts to practice problems, utilize the Internet for solving supplemental problems, enhance their team building and analytical and communication skills, and explore the financial impact of earning management.

Prerequisites: ACT 202 with a C or higher

Corequisites: ACT 402.

ACT 302 INTERMEDIATE ACCT II Credits: 3

This course emphasizes the understanding and skills necessary to report the financial affairs of business organizations (e.g. proprietorship, partnership, and corporation) in a manner that is complete and reliable according to GAAP.

This course extends the student's ability to apply generally accepted accounting principles (GAAP) to complex financial transactions such as the reporting of earnings per share and long-term liabilities including leases, pensions, tax obligations and tax allocations.

Prerequisites: ACT 301 with a C or higher

Corequisites: ACT 403.

ACT 311 COST ACCOUNTING Credits: 3

This class will move students toward a deeper understanding of the concept of cost. Students will move toward an organization-wide view of cost as it relates to a manufacturing environment, retail environment and service environment. Emphasis will be given to job-order costing, process costing, service department allocations and accounting for joint products.

Prerequisite: ACT 202 with a C or higher.

ACT 401 AUDITING Credits: 3

This course will help the student to: understand the processes and types and mechanisms of auditing, review the professional codes of ethics, apply the general concepts of internal control to the planning and implementation of the auditing process, formulate substantive test procedures from a study and an analysis of required auditing objectives and internal control structures, understand the purpose and application of special reports, evaluate the engagement's risk, and introduce students to the purpose and application of special reports.

Prerequisites: ACT 302 with a C or higher.

ACT 402 INCOME TAX I: INDIVIDUAL Credits: 3

This course helps to facilitate an understanding of federal tax laws, its history, and its implications on personal income taxes.

Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures reviewed relate to the Internal Revenue Code and interpretations of the Internal Revenue Service. A separate computer lab course will be required to complete a series of comprehensive tax simulations.

Prerequisites: ACT 202 with C or higher

Corequisites: ACT 301.

ACT 403 INCOME TAX II: CORP/ PARTNER Credits: 3

This course continues the process of income tax accounting by investigating the regulations, financial implications, and applications involving partnerships, corporations, and s-corporations. Tax planning and filing will be emphasized as an important component of the student's qualifying entry level skills and introductory knowledge (understanding of the regulations regarding corporations and partnerships) and application of the internal revenue code.

Corequisites: ACT 302.

ACT 406 ADVANCED ACCOUNTING I Credits: 3

This class will move students from an intermediate knowledge to a more sophisticated knowledge in the following fields: Accounting in various business settings (corporate, partnerships, etc.) to include among other things, mergers and consolidations, multinational accounting, foreign currency accounting, interim reporting, bonds, and leases. Student needs Excel experience and web access.

Prerequisites: ACT 302 with a C or higher.

ACT 407 ADVANCED ACCOUNTING II Credits: 3

This class will move students from an intermediate knowledge to a more sophisticated knowledge in the following fields: partnership accounting, governmental accounting, non-profit accounting, college and university accounting, health care accounting, accounting for estates and trusts, and special issues involving debt restructuring, reorganizations and liquidations.

Prerequisite: ACT 406 with a C or higher.

Accounting (B.A.) – Freshman

Bachelor of Arts in Accounting Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		50

Accounting Major Requirements

Code	Title	Credits
Business Core (39)		
ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3

BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP ¹	3
MKT 360	PRINCIPLES OF MARKETING	3
Accounting Core (27)		
ACT 301	INTERMEDIATE ACCT I	3
ACT 302	INTERMEDIATE ACCT II	3
ACT 311	COST ACCOUNTING	3
ACT 401	AUDITING	3
ACT 402	INCOME TAX I: INDIVIDUAL	3
ACT 403	INCOME TAX II: CORP/PARTNER	3
ACT 406	ADVANCED ACCOUNTING I	3
ACT 407	ADVANCED ACCOUNTING II	3
BA 351	PRODUCTION & OPERATIONS	3
Total Credits		66

¹ Note: BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note that in order to qualify to sit for the Uniform CPA exam in Oregon, candidates must meet the following requirements:

- 150 Semester Hours, including a bachelor's degree from a regionally accredited college or university which includes:
 - 24 semester hours in accounting; and
 - 24 semester hours in accounting or related material (business, economics, finance, and written and/or oral communication)

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education

requirements, especially in the Math and Science areas.

Accounting (B.A.) – Transfer Student Bachelor of Arts in Accounting Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
	Humanities	3
	Ex: Lit, World History, Music History	
	Physical Education	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
SCI 110	INTRO TO SCIENCE WITH LAB	3
	or Lab Science	
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
	or REL 221 HIST & LIT OF NT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
WR 30X	(upper division Writing course)	3
	Social Science	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		49

Accounting Major Requirements (66 credits)

Code	Title	Credits
Business Core (39)		
ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1

BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP ¹	3
MKT 360	PRINCIPLES OF MARKETING	3
Accounting Core (27)		
ACT 301	INTERMEDIATE ACCT I	3
ACT 302	INTERMEDIATE ACCT II	3
ACT 311	COST ACCOUNTING	3
ACT 401	AUDITING	3
ACT 402	INCOME TAX I: INDIVIDUAL	3
ACT 403	INCOME TAX II: CORP/PARTNER	3
ACT 406	ADVANCED ACCOUNTING I	3
ACT 407	ADVANCED ACCOUNTING II	3
BA 351	PRODUCTION & OPERATIONS	3
Total Credits		66

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement.

Note that in order to qualify to sit for the Uniform CPA exam in Oregon, candidates must meet the following requirements:

- 150 Semester Hours, including a bachelor's degree from a regionally accredited college or university which includes:
 - 24 semester hours in accounting; and
 - 24 semester hours in accounting or related material (business, economics, finance, and written and/or oral communication)

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Business Administration (B.A.)

With technology and the currents of economics rapidly changing, the world of business is a completely different landscape than it was even a few years ago. Now, everything is global, information is infinite, and competition is increasingly fierce. As a result, employers need workers who understand the ever-changing dynamics and can plug in right

away. Concordia's business degree program produces graduates prepared to enter the workforce by immersing students in business training from the first day of freshman year. The curriculum includes numerous study trips to local businesses, dynamic problem-solving, and small group classes using real case studies.

Undergraduate Business majors will choose a 12-credit concentration within this major. The options are:

- General Business
- Accounting
- Finance
- Management
- Marketing
- Sports Management

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- Business Administration (B.A.) – Freshman (p. 154)

- Business Administration (B.A.) – Transfer Student (p. 155)

BA 101 INTRO TO BUSINESS: ORGANIZATION Credits: 4

A survey course designed to present an overview of the business organization and its operations and management functions with a special emphasis on running an organization using sound ethical principles. Students will be introduced to such topics as the U.S. economic system, key organizational elements, marketing strategies, product design, pricing, distribution channels, leadership, and human resources management strategies.

BA 203 FUNDAMENTALS OF ECONOMICS Credits: 4

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.

BA 226 COMPUTER BUS APPL:MS OFFICE Credits: 3

In this self-paced, guided introduction to Microsoft Office Suite, students will work through a series of exercises and assignments designed to develop mastery of business related computer application skills utilizing word processing (WORD), spreadsheets (EXCEL), relational databases (ACCESS), communication software (OUTLOOK), and presentation software (POWERPOINT). Students who successfully complete this course will master sufficient skills to use the computer as an effective tool in their educational and professional careers.

BA 247 BUSINESS DATA ANALYTICS Credits: 3

The goals of this course are to increase business data analysis knowledge and skill development regarding current practices and procedures by utilizing a variety of teaching techniques and exploring a number of relevant issues.

Prerequisites: BA 101 with a C or higher, MTH 123 with a D or higher.

BA 260 PRIN ORGANIZATIONAL MANAGEMENT Credits: 3

This course focuses on an integrated study of the principles and processes of organizational management. Students will examine the concepts of planning, leading, directing, and controlling from the classical and behavioral perspectives, and the current view for managing in the 21st Century. The successful student will have a solid understanding of management styles, social responsibility and business ethics, productivity and quality in operations, human motivation theory, organizational culture and change, and team dynamics.

Prerequisites: BA 101 with a C or higher.

BA 299E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

BA 301 PRE-INTERNSHIP SEMINAR Credit: 1

This pre-internship seminar is designed to give students career development insights and important information about the requirements of the BA 499 Business Internship, the key ingredients necessary for a successful internship experience, and essential search strategies for acquiring an internship (and eventual fulltime employment following graduation). Students will be able to effectively articulate their strengths in a cover letter and resume while developing a strategy for obtaining an internship with a local business.

BA 331 GLOBAL BUSINESS Credits: 3

Global business is complex. The world's business environments involve diverse factors and dynamic forces relating to demographics, cultures, economics, political and legal systems, levels of technological development and natural geophysical realities. This course will illuminate these dynamic factors and forces while empowering students with useful theories, concepts and vocabulary in order that they can understand, and ultimately conduct, business internationally.

BA 341 INVESTMENTS Credits: 3

This class is designed to introduce students to various investment vehicles, investment strategies, and modern portfolio management techniques. The class involves the students in hands on management of an investment portfolio where they make real time purchases and sales of stocks and options in a national investment competition. The course is available to all students.

Prerequisites: BA 101 and BA 203 with a C or higher.

BA 342 FINANCE Credits: 3

This class introduces students to the art and science of managing money at the corporate level. Topics include: short-term cash management, capital budgeting, time value of money concepts, balance between risk and reward, and financial analysis techniques.

Prerequisites: BA 101 and BA 203 with a C or higher.

BA 344 INT'L TRADE/FIN/MON ISSUES Credits: 3

Given the global environment faced by today's managers, the objective of the course is to introduce students to the basic concepts and institutional arrangements that underlie financial management in a global economy. Topics covered include the international monetary system, the balance of payments, exchange rate determination, currency futures and options, parity conditions in international finance, and management of foreign exchange risk through hedging. The course examines issues related to the international markets, including international trade and commercial policy, international investment, foreign exchange markets, the euromarkets, and currency derivative markets. The course also considers financial issues associated with the operation of a firm in the international environment.

Prerequisites: BA 342 with a C or higher.

BA 351 PRODUCTION & OPERATIONS Credits: 3

This is an intense examination of the key concepts, quantitative techniques, and practices applied by world managers in the production of goods and services. It includes the study of behavioral methods, input/output relationships, system/facility design, scheduling and modern inventory control systems, management information systems, and facility location.

BA 352 BUSINESS LAW Credits: 3

This course investigates legal concepts and principles affecting business organizations and commercial transactions. Key topics focus on those factors influencing management decisions such as contracts, agencies, partnerships, corporations, and real property.

Prerequisites: BA 101 and BA 203 with a C or higher.

BA 381 HUMAN RESOURCE MANAGEMENT Credits: 3

Focusing on theoretical and practical aspects of organizational and personnel activities, this course examines key topics such as human resource planning, recruiting, selecting, orienting, training, and evaluating employees. A major portion of the course will focus on how these topics relate to state and federal laws. Relevant human resource problems and issues will be examined.

Prerequisites: BA 101 with a C or higher.

BA 399E EXPERIMENTAL COURSE Credits: 3

Students in this course will explore a variety of approaches to sports product development by studying the industry in Portland, Oregon, quickly becoming known as the global hub for sports product creation. Students will navigate the processes involved in managing a sports product project, beginning with developing a consumer insight and continuing through the logistics of navigating all of the processes that are involved in bringing the product to market-including product marketing, design, development, manufacturing, and commercialization. Students will focus on the development of an apparel, footwear, or equipment product of their choosing, developing the product idea to the point where it is ready for prototyping.

BA 455 RISK ASSESSMENT Credits: 3

This course is designed as a hands-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. A key element of this course is the use of microcomputers and commercially available software as tools for performing quantitative risk analysis.

Prerequisites: BA 247 with a C or higher.

BA 457 ETHICAL LEADERSHIP Credits: 3

Special attention is given to characteristics of leaders and how they operate ethically within the organizations they lead, as well as how leaders interact with society in terms of corporate responsibility. Classical leadership approaches and ethical frameworks are examined and compared to emerging new leadership practices. The course closely examines values, abilities, skills, and leadership traits as portrayed in a comprehensive video case approach as a means for applying theory to leadership practice.

Prerequisites: Senior status and currently in last year of Business Administration program.

BA 458 BUSINESS CAPSTONE Credits: 3

This is a dynamic course bringing together the elements studied in various business classes, such as finance, economics, management, and marketing. Relying largely on case studies, this approach allows students to compare their operational skills with those of professional managers from different industries.

Prerequisites: Senior status and currently in last year of Business program.

BA 472 ENTREPRENEURIAL FINANCE Credits: 3

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance.

BA 499 BUSINESS INTERNSHIP Credits: 1-10

The business internship is the capstone, hands-on experience for each business major, and offers a unique opportunity for students to relate their academic education and career interests to on-the-job work experience in the corporate world. All business majors must complete the business internship prior to graduation. During the internship, business students will complete a business exit exam. The internship is jointly supervised by a Concordia University internship director and an on-site internship supervisor. Formal application and completion of the Business Internship Seminar is required prior to the semester of enrollment.

Prerequisites: BA 301 with a C or higher and Senior status as Business Administration major and must meet with School of Management Internship Coordinator.

BA 599E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

Business Administration (B.A.) – Freshman

Bachelor of Arts in Business Administration Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3

Fine Arts	3
PSY 201 PRINC OF PSYCHOLOGY	3
WR 30X (upper division Writing course)	3
Electives (6) - At least three must be upper division credits outside major	6
Total Credits	50

Business Administration Major Requirements

Code	Title	Credits
Business Administration Core (39)		
ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP ¹	3
MKT 360	PRINCIPLES OF MARKETING	3
Concentrations (12 credits)		12
Choose one of the following concentrations:		
General Business		
BA 331	GLOBAL BUSINESS	3
Three 300+ level BA, ACT, MKT, or SPT courses (9)		9
Accounting		
ACT 301	INTERMEDIATE ACCT I	3
ACT 302	INTERMEDIATE ACCT II	3
ACT 402	INCOME TAX I: INDIVIDUAL	3
Choose one of the following:		
ACT 311	COST ACCOUNTING	3
ACT 401	AUDITING	3
ACT 403	INCOME TAX II: CORP/PARTNER	3
ACT 406	ADVANCED ACCOUNTING I	3
ACT 407	ADVANCED ACCOUNTING II	3
CPA Track:		
MTH 124	PRE-CALCULUS (May be required for uniform CPA exam in some states.)	3
Finance		
Choose four of the following:		
ACT 301	INTERMEDIATE ACCT I	3
BA 341	INVESTMENTS	3
BA 344	INT'L TRADE/FIN/MON ISSUES	3
BA 455	RISK ASSESSMENT	3

BA 472	ENTREPRENEURIAL FINANCE	3
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Management

BA 331	GLOBAL BUSINESS	3
BA 351	PRODUCTION & OPERATIONS	3
BA 381	HUMAN RESOURCE MANAGEMENT	3

One 300+ level BA, ACT, MKT, or SPT course	3
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Marketing

(Note: Marketing Majors cannot pursue a Marketing Minor)

Choose four of the following:

MKT 362	CONSUMER BEHAVIOR	3
MKT 363	MARKETING RESEARCH	3
MKT 365	INNOVATION & DIGITAL MARKETING	3
MKT 366	GLOBAL MARKETING	3
MKT 467	MARKETING STRATEGY & MGMT	3

Sports Management

SPT 461	PRIN OF SPORTS,REC & WLNS MGMT	3
SPT 462	SPORTS,REC AND WLNS MKTG	3
SPT 463	SPORTS,REC & WLNS FINC & SPNSR	3
SPT 464	LEGAL ISS SPRTS,REC,WLNS MGMT	3

Total Credits	51
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¹ BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP.

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Business Administration (B.A.) – Transfer Student

Bachelor of Arts in Business Administration Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
Studies in Arts & Sciences (18)		
Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

Business Administration Major Requirements

Code	Title	Credits
Business Administration Core (39)		
ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3

BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP ¹	3
MKT 360	PRINCIPLES OF MARKETING	3

Concentrations (12 credits)

Choose one of the following concentrations:

General Business

BA 331	GLOBAL BUSINESS	3
Three 300+ level BA, ACT, MKT, or SPT courses (9)		9

Accounting

ACT 301	INTERMEDIATE ACCT I	3
ACT 302	INTERMEDIATE ACCT II	3
ACT 402	INCOME TAX I: INDIVIDUAL	3

Choose one of the following:

ACT 311	COST ACCOUNTING	3
ACT 401	AUDITING	3
ACT 403	INCOME TAX II: CORP/PARTNER	3
ACT 406	ADVANCED ACCOUNTING I	3
ACT 407	ADVANCED ACCOUNTING II	3

CPA Track:

MTH 124	PRE-CALCULUS (May be required for uniform CPA exam in some states.)	3
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Finance

Choose four of the following:

ACT 301	INTERMEDIATE ACCT I	3
BA 341	INVESTMENTS	3
BA 344	INT'L TRADE/FIN/MON ISSUES	3
BA 455	RISK ASSESSMENT	3
BA 472	ENTREPRENEURIAL FINANCE	3

Management

BA 331	GLOBAL BUSINESS	3
BA 351	PRODUCTION & OPERATIONS	3
BA 381	HUMAN RESOURCE MANAGEMENT	3

One 300+ level BA, ACT, MKT, or SPT course 3

Marketing

(Note: Marketing Majors cannot pursue a Marketing Minor)

Choose four of the following:

MKT 362	CONSUMER BEHAVIOR	3
MKT 363	MARKETING RESEARCH	3
MKT 365	INNOVATION & DIGITAL MARKETING	3
MKT 366	GLOBAL MARKETING	3
MKT 467	MARKETING STRATEGY & MGMT	3

Sports Management

SPT 461	PRIN OF SPORTS,REC & WLNS MGMT	3
SPT 462	SPORTS,REC AND WLNS MKTG	3

SPT 463	SPORTS,REC & WLNS FINC & SPNSR	3
SPT 464	LEGAL ISS SPRTS,REC,WLNS MGMT	3

Total Credits 51

¹ BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP.

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Marketing (B.A.)

Marketing is a fascinating, broad-based, and rapidly evolving discipline, encompassing everything from strategic analysis to how to create, deliver, and sell a product or service. Concordia's program prides itself on international focus, deep faculty industry experience, and a culture that encourages strong faculty/student ties. In addition, students have extensive contact with business leaders through local and international internships, field trips, and career mentoring through faculty.

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- Marketing (B.A.) – Freshman (p. 156)

- Marketing (B.A.) – Transfer Student (p. 156)

MKT 360 PRINCIPLES OF MARKETING Credits: 3

This course helps students discover how marketing activities relate to other functions of a business or non-business operation. In doing so, students will discover who marketers are, how they think, and what they do in connection with identification of target markets, creation of a marketing mix, and development of strategic plans to assist in managerial decision making.
Prerequisites: BA 101 and BA 203 with a C or higher.

MKT 362 CONSUMER BEHAVIOR Credits: 3

Consumer behavior is the study of the cognitive, affective, behavioral and environmental factors that influence decision-making in the marketplace. Students will explore theoretical concepts and learn how the consumer engages in the buyer-seller relationship and the psychological factors that influence and shape consumer behavior. In addition, students will read some of the primary research and will develop a final paper or other project to demonstrate their integrated understanding.

Prerequisites: MKT 360 with a C or higher.

MKT 363 MARKETING RESEARCH Credits: 3

This course introduces students to the fundamentals of marketing research, including research design, methodologies, analytical techniques, and reporting strategies. Students learn how to obtain, analyze, and use primary and secondary data that enable managers to make good decisions and avoid bad ones.

Prerequisites: MKT 360 with a C or higher.

MKT 365 INNOVATION & DIGITAL MARKETING Credits: 3

Ever-accelerating levels of innovation, technological development and social changes create industry and other disruptions. Students explore the relationship between creativity and innovation, and the resulting marketing implications. Students gain a solid understanding of the constructs, forces and processes leading to technological, industry and social innovation. To prepare students for 21st Century marketing realities, innovative and disruptive business models are heavily discussed. Particular emphasis is placed upon internet marketplace dynamics and the role and power of digital marketing in modern Integrated marketing Communication (IMC).

Prerequisites: MKT 360 with a C or higher.

MKT 366 GLOBAL MARKETING Credits: 3

This course examines the ingredients necessary for the development and implementation of an international marketing program. Key elements examined include the similarities and differences in customer product preference, strategic planning, cultural sensitivity, economic and financial considerations, legal issues, and political conditions.

Prerequisites: MKT 360 with a C or higher.

MKT 399E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

MKT 467 MARKETING STRATEGY & MGMT Credits: 3

Primary focus is on the management perspective of strategic development in marketing. Emphasis is on developing and implementing marketing strategies and determining their impact on customer satisfactions, profitability, and competitive advantage.

Prerequisites: MKT 360 with a C or higher.

Marketing (B.A.) – Freshman

Bachelor of Arts in Marketing Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRO TO SCIENCE WITH LAB or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT or REL 221 HIST & LIT OF NT	3
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (11)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6
Studies in Arts & Sciences (18)		
	Natural Science	3
	Fine Arts	3
PSY 201	PRINC OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
	Electives (6) - At least three must be upper division credits outside major	6
Total Credits		50

Marketing Major Requirements

Code	Title	Credits
Business Core (39)		
ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4

BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP ¹	3
MKT 360	PRINCIPLES OF MARKETING	3

Marketing Core (15)

MKT 362	CONSUMER BEHAVIOR	3
MKT 363	MARKETING RESEARCH	3
MKT 365	INNOVATION & DIGITAL MARKETING	3
MKT 366	GLOBAL MARKETING	3
MKT 467	MARKETING STRATEGY & MGMT	3

Total Credits 54

¹ BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP.

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement. (Amount variable depending on minor.)

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses.

In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Marketing (B.A.) – Transfer Student

Bachelor of Arts in Marketing

Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
	Humanities	3
	Ex: Lit, World History, Music History	

Physical Education	2
MTH 110 MATH FOR LIFE	3
or above (excluding MTH 231)	
SCI 110 INTRO TO SCIENCE WITH LAB	3
or Lab Science	
Spiritual Formation (6)	
REL 211 HIST & LIT OF OT	3
or REL 221 HIST & LIT OF NT	
REL 401 FAITH FOR LIFE	3
Intercultural Experiences (11)	
HUM 351 CHALLENGES OF GLOBAL DIVERSITY	3
REL 371 WORLD RELIGIONS	2
Foreign Language	6
Studies in Arts & Sciences (18)	
Natural Science	3
Fine Arts	3
WR 30X (upper division Writing course)	3
Social Science	3
Electives (6) - At least three must be upper division credits outside major	6
Total Credits	49

Marketing Major Requirements

Code	Title	Credits
Business Core (39)		
ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRO TO BUSINESS: ORGANIZATIO	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRIN ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP ¹	3
MKT 360	PRINCIPLES OF MARKETING	3
Marketing Core (15)		
MKT 362	CONSUMER BEHAVIOR	3
MKT 363	MARKETING RESEARCH	3
MKT 365	INNOVATION & DIGITAL MARKETING	3
MKT 366	GLOBAL MARKETING	3
MKT 467	MARKETING STRATEGY & MGMT	3
Total Credits		54

¹ BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP.

Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement. (Amount variable depending on minor.)

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Homeland Security & Emergency Management (B.S.)

Introduction

This degree focuses on domestic and international security issues and the rudiments of management. Studies include:

- infrastructure protection
- preparation for natural and man-made disasters
- local and regional crisis response
- strategic planning for security
- international relations
- the ethics of leadership
- legal and moral issues and responsibilities of the security leader
- international and domestic terrorism
- intelligence operations and evaluation
- program management.

Graduates are provided a grounding in general education offerings, development of a more global outlook, attention to interpersonal skills and relation-building in small classes, and a keen awareness of current issues in national security. In sum, graduates will receive an educational foundation that will help them become "leaders for the transformation of society."

Through a combination of education, training and experience, candidates will gain the specific knowledge and skills that will enable them to think, analyze, and process as security and emergency responder specialists. Throughout their careers, candidates will face

new threats and risks that do not yet exist. This program will provide skills and practice in how to adapt to emerging situations and leverage one's education to create new and effective prevention strategies and crisis responses.

Mission

The Concordia University Homeland Security & Emergency Management program graduates leaders to ensure the safety and resiliency of communities throughout our state, the nation, and the world.

Program Goals and Objectives

Program Goals

- Provide service-oriented professionals with the requisite knowledge, skills, personal ethics and attitudes to provide the leadership necessary to ensure the safety of America's citizens
- Prepare a unique team of community and state leaders who, trusting in the importance of a faith-based foundation, protect the rights of our citizens, insure progress is made with guidance from a moral and ethical foundation, and secure the safety of our citizens within the framework of the law
- Provide critical, trained leadership that can successfully lead communities through an emerging crisis and help them prevent, prepare, respond and recover
- Develop cooperative skills among all community stakeholders to capitalize on the synergy created by partnerships and collaboration
- Provide specific knowledge and skills that enable candidates to mentally process and analyze manmade and natural threats so communities can anticipate, prevent, and counter such threats
- Teach the necessary skills required to properly obtain and process information regarding risk to communities, the citizens of our land, and critical state and national resources
- Provide the requisite skills necessary to properly obtain critical information required by decision makers, as well as the ability to analyze this same information for additional meaning and relevance

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- Homeland Security & Emergency Management (B.S.) – Freshman (p. 160)
- Homeland Security & Emergency Management (B.S.) – Transfer Student (p. 160)

HSEM 301 INTRO HOMELAND SECURITY Credits: 3

This course provides an initial exposure to national security studies and is designed to provide a basic understanding of this topic to those pursuing a major as well as those with an interest in this field of study. Students will explore the definition of homeland security, identify the stakeholders and current issues, explore its relevance in today's society, and explore what may be emerging under the national security umbrella. Homeland Security has become part of the American lexicon, and students in this class will give the discipline an academic scrutiny.

HSEM 310 INTEREST INTEGRATION Credits: 3

One of the most important skills for the future emergency preparedness or national security practitioner is the ability to facilitate the successful integration of stakeholders from disparate groups. As with any complex issue, emergency management and homeland security have a wide variety of interested parties, and their respective agendas may be at odds. This course will explore various interest groups and their agendas, and provide the student with practical methods to coalesce these groups for the benefit of local, regional and national security.

HSEM 315 RISK/ANALYSIS/IMPACT Credits: 3

This course gives the student an opportunity to study how risk is determined, and what value this information has for the homeland security practitioner. Students will explore how assessments are conducted, and how data is processed into a picture useful to the preparation, prevention and response to a disaster. Once a risk picture exists, security leaders can decide what to protect, and the impact of the loss of a particular asset. This process is a key element of Critical Infrastructure Protection.

Prerequisites: HSEM 301 with a C or higher.

HSEM 330 PSYCH OF TERRORISM Credits: 3

This course emphasizes the study of the psychology of terrorism, and reviews those conditions that foster terrorism and suicide bombers as well as the psychological impact of terrorism on our local, national, and international communities. Candidates will study the social aspects of terrorism, and how its use fits into the political spectrum of existing and emerging countries. Radical terrorist groups will be investigated from a cultural, religious and philosophical perspective.

HSEM 332 ROOTS OF TERRORISM Credits: 3

This course includes the study of terrorism as the impetus for the development of Homeland Security as a discipline and industry. It will define and address those conditions that foster domestic terrorism, as well as study the psychological impact of terrorism on our nation's communities. Further, it will address the social aspects of terrorism, and how terrorism works into the political spectrum and can thus impact domestic policy. A number of domestic terrorist groups will be investigated including left wing and right wing groups, as well as single purpose entities such as environmental or radical antiabortion groups. Students will consider counter-radicalization, the media campaign, counter-terrorism, and the exploration of the human terrain initiative.

Prerequisites: HSEM 301 with a C or higher.

HSEM 335 CYBER SECURITY Credits: 3

This course will study security in the virtual world. Course work will study the threat, as well as policy issues that thrust cyber activity into the criminal realm, or the realm of international conflict and the rules of war. Threat analysis will include some types of threat, theft of intellectual property, and infrastructure disruption.

HSEM 360 EMERG PREPAREDNESS Credits: 3

This course explores the roles, duties and responsibilities of Emergency Management (EM) on the local, state, federal and private levels as well as the duties and responsibilities of each. The course will also explore how EM differs from other security functions through its involvement with crisis management: decisions made with limited data, new or non-customary relationships, changing scale of responsibilities, and an evolving role of private industry and citizens. Students will also gain an exposure to the Incident Command System.

HSEM 365 VOLUNTEERS, DONTNS & HUM AID Credits: 3

This course explores the complexities of coordinating the unmet needs and immense anxiety of disaster survivors, with the structure and rigor of government public safety agencies and the capabilities of both organized and unaffiliated volunteers. Students will study the structure and goals of Volunteer Organizations Active during Disasters (VOADs) and spontaneous digital technology communities, active across the world. This course also examines the interface between international humanitarian aid efforts and federal coordinating agencies.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 390 TECHNOLOGY FOR HSEM Credits: 3

Government agencies in today's fast-paced Information Age are more dependent than ever on technology to ensure a common operating picture and effective information sharing among partners. This course provides students a broad overview of homeland security technologies, information systems, surveillance technology, communications systems, and emerging and disruptive technologies. Students will examine the maturity of technologies along the adoption spectrum and develop and apply requirements for influencing future capabilities. This course focuses on technology as a tool to support homeland security and emergency management personnel regardless of functional specialty.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 395 SPECIAL TOPICS HSEM Credits: 3

Topics will be announced by program director.

Prerequisites: HSEM 301 with a C or higher.

HSEM 401 MORAL DESCN MKG, POLCS, CIV RGHT Credits: 3

This course examines the cross-sections of ideologies that influence morals, government roles and policies to keep order, and the civil rights of Americans. The American population fosters an array of opinions and attitudes about homeland security, government laws designed to protect lives, the policies and statutes of government agencies, and the conflicts that can arise impacting civil rights and liberties. Students in this course will analyze and engage in discourse to explore and gain an understanding of the overlap and dichotomies between the policy decisions of government officials and civilian values and morals.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 406 CHAR ETHICS OF LEADERSHIP Credits: 3

Candidates will explore contemporary models of security leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and, perhaps most importantly, of serving others.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 415 STRAT PLANNING & BUDGETING Credits: 3

All national security efforts should flow from the National Strategy for Homeland Security since it is this document which drives all subsequent levels to include state, local and business strategies for local and national security. This course explores national strategy development, the existing strategies for homeland security, and provides students with a detailed overview of how these strategies flow into resourcing and budgeting.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 440 CRITCL INFRASTRUCTURE PROTCN Credits: 3

Protecting our nation's critical infrastructure requires a multilayered security and emergency management approach. Students in this course will explore security threats to infrastructure ranging from low-level offenses such as vandalism and theft, to acts of sabotage, denial of service, and terrorism. Critical infrastructure systems are also vulnerable to the effects of natural disasters. As a result, the ability to respond and quickly restore interruptions in service is constantly tested through emergencies and natural disasters such as flooding, wind and ice storms, earthquakes and hurricanes. This course examines the need to manage aging infrastructure, strengthen resiliency, and protect against intentional attacks.

Prerequisites: HSEM 315 with a C or higher.

HSEM 450 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: HSEM 332 with a C or higher.

HSEM 454 INTEL COMMUNITY Credits: 3

Quality Intelligence provides the homeland security leader on any level with timely analysis of relevant information. The challenge with this intelligence is to guarantee it is collected and utilized within legal guidelines and still provide appropriate assistance from the best sources possible. This course introduces the student to the intelligence community, the intelligence process, the legal and ethical conduct expected and required in gathering intelligence, and intelligence analysis. Students will better understand integration of sources, and how intelligence can be used to optimize the homeland security effort.

Prerequisites: HSEM 332 with a C or higher.

HSEM 464 BLDG RESILIENT COMMUNITIES Credits: 3

Resilient communities are those that have taken appropriate actions to minimize the impact of a catastrophic occurrence. Historical examples show that life is never the same after a disaster, but communities that survive and thrive are those that have resiliency. This course will step students through the emergency management planning cycle (prevent, prepare, respond, recover) to illustrate how to foster community resiliency.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 470 MANAGING DISASTERS Credits: 3

This course examines the complex and fast-moving environment surrounding disaster management. While emergency preparedness, resilience, and mitigation efforts can lessen the impacts of disasters, we cannot eliminate all threats. This course examines the competing priorities, the structures required by the federal government, and the roles and responsibilities of the many different players with a role during the response phase. Students will explore different scale disasters through exercises that will test and overwhelm local and regional capabilities. Local students will use Concordia's Homeland Security Simulation Lab to engage with peers and learn how disasters escalate with cascading consequences. Students will gain knowledge about federal disaster declarations and systems used to coordinate logistics and support of out-of-area resources.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 494 PRACTICUM Credits: 6

The practicum is the culmination of the learning process where theory is put into practice. For the security studies major, there are two options for this final effort. First, students can elect to research a specific element of foreign or domestic terrorism. This would require an in depth study of a particular group, with a final product of a mitigation or co-opting strategy. The alternative is an emergency management project that would include the creation of a detailed emergency preparation or response action plan. The plan would be based on a risk analysis that includes critical infrastructure protection, threat prioritization, and intelligence analysis.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 498 HSEM INTERNSHIP I Credits: 1-6

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, will apply their acquired knowledge to real world organizations' goals, objectives and missions. Students will refine their skillsets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher; Program Director approval.

HSEM 499 HSEM INTERNSHIP II Credits: 1-6

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, will apply their acquired knowledge to real world organizations' goals, objectives and missions. Students will refine their skillsets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher; Program Director approval.

Homeland Security & Emergency Management (B.S.) – Freshman

Bachelor of Science in Homeland Security & Emergency Management Freshman

General Education Requirements

Code	Title	Credits
Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HLTH/ FITNESS FOR LIFE	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science		3
WR 30X (upper division Writing course)		3
Electives (3) - Must be upper division credits outside major		3
Total Credits		35

Major Requirements (48 credits)

Code	Title	Credits
Homeland Security & Emergency Management (48)		
HSEM 301	INTRO HOMELAND SECURITY	3
HSEM 315	RISK/ANALYSIS/IMPACT	3
HSEM 330	PSYCH OF TERRORISM	3
HSEM 332	ROOTS OF TERRORISM	3
HSEM 335	CYBER SECURITY	3
HSEM 360	EMERG PREPAREDNESS	3
HSEM 401	MORAL DESCN MKG,POLCS,CIV RGHT	3
HSEM 406	CHAR ETHICS OF LEADERSHIP	3
HSEM 415	STRAT PLANNING & BUDGETING	3
HSEM 450	RELIGION IN THE MODERN WORLD	3
HSEM 494	PRACTICUM	6
Choose 12 credits:		12
HSEM 31INTEREST INTEGRATION		
HSEM 36VOLUNTEERS,DONTNS & HUM AID		
HSEM 39TECHNOLOGY FOR HSEM		
HSEM 39SPECIAL TOPICS HSEM		
HSEM 44CRITCL INFRASTRUCTURE PROTCN		
HSEM 45INTEL COMMUNITY		
HSEM 46BLDG RESILIENT COMMUNITIES		
HSEM 47MANAGING DISASTERS		
HSEM 49HSEM INTERNSHIP I		
HSEM 49HSEM INTERNSHIP II		
Total Credits		48

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

Homeland Security & Emergency Management (B.S.) – Transfer Student

Bachelor of Science in Homeland Security & Emergency Management Transfer Student

General Education Requirements

Code	Title	Credits
Transfer Foundation (14)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRO TO SCIENCE WITH LAB	3
or Lab Science		
Spiritual Formation (6)		
REL 211	HIST & LIT OF OT	3
or REL 221HIST & LIT OF NT		
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Major Requirements (48 credits)

Code	Title	Credits
Homeland Security & Emergency Management (48)		
HSEM 301	INTRO HOMELAND SECURITY	3
HSEM 315	RISK/ANALYSIS/IMPACT	3
HSEM 330	PSYCH OF TERRORISM	3
HSEM 332	ROOTS OF TERRORISM	3
HSEM 335	CYBER SECURITY	3
HSEM 360	EMERG PREPAREDNESS	3
HSEM 401	MORAL DESCN MKG,POLCS,CIV RGHT	3
HSEM 406	CHAR ETHICS OF LEADERSHIP	3
HSEM 415	STRAT PLANNING & BUDGETING	3
HSEM 450	RELIGION IN THE MODERN WORLD	3

HSEM 494 PRACTICUM	6
Choose 12 credits:	12
HSEM 31INTEREST INTEGRATION	
HSEM 36VOLUNTEERS,DONTNS & HUM AID	
HSEM 39TECHNOLOGY FOR HSEM	
HSEM 39SPECIAL TOPICS HSEM	
HSEM 44CRITCL INFRASTRUCTURE PROTCN	
HSEM 45NTEL COMMUNITY	
HSEM 46BLDG RESILIENT COMMUNITIES	
HSEM 47MANAGING DISASTERS	
HSEM 49HSEM INTERNSHIP I	
HSEM 49HSEM INTERNSHIP II	
Total Credits	48

Elective Requirements

A minimum of 124 semester hours is required to graduate. Enough Elective hours must be taken to meet this requirement.

Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

GRADUATE

GRADUATE PROGRAMS

Concordia University offers graduate degree programs in Education, Business Administration, Homeland Security and Emergency Management, Teaching English to Speakers of Other Languages, and Psychology.

Concordia University also offers a juris doctor degree program at its Boise, Idaho campus.

College of Arts & Sciences

Advanced degrees include:

- Master of Arts in Psychology: Community Psychology (MA PSY)
- Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL)

College of Education

Advanced degrees in the field of education include:

- Doctorate of Education (Ed.D.)
- Master of Arts in Teaching (MAT) (Preliminary Teacher licensure for Oregon) also Master of Arts in Teaching-Evening (MAT-E)
- Master of Arts in Education Foundations (MEF)
- Master of Education (M.Ed.) in:
 - Administration (M.Ed. Admin)
 - Career and Technical Education (MCTE)
 - Curriculum and Instruction (M.Ed. C&I)
 - Educational Leadership

Certificate programs are also available for post-master's students seeking an Oregon Preliminary Administrator License, an Oregon Professional Administrator License, or other endorsements in Health & PE, Reading Interventionist, and ESOL.

School of Law – Boise, Idaho

Concordia's School of Law, located in Boise, Idaho, offers a juris doctor degree. For specific information on admission and graduation requirements to the School of Law, please see the section under the School of Law.

School of Management

The School of Management offers a general Master of Business Administration (MBA) degree with options for professional specialization. For information on the MBA program, please refer to the detailed program

description later in this Graduate Education section. A Master of Science in Homeland Security & Emergency Management is also offered.

Please review the graduate program information within the College of Education, School of Management, and College of Arts & Sciences graduate sections for specific admission requirements.

Letter of Recommendation Policy

Letters of recommendation, required for admission to the University, are guaranteed confidential and will not become a part of the student's permanent record. After the admission decision is made, all letters of recommendation are shredded to comply with Concordia University policy. Students do not have access to their permanent file until they become an enrolled student at Concordia University.

Letter of Intent, Essay, Scholarly Writing Policy

Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used for accreditation purposes.

Admission and Application Deadlines

Admission to Concordia University graduate programs is competitive. While Concordia University has a rolling admission deadline for most graduate programs, applications submitted by the deadlines listed below are given priority for admission. Some programs may have different deadlines and policies regarding wait lists. Please contact the Office of Admission to confirm all deadlines.

Planned Enrollment Priority Application Deadline

Fall Semester	June 1
Spring Semester	November 1
Summer Semester	March 1

Admission Decision

For most programs, students will be notified of the admission decision by mail approximately two weeks after all necessary application documents for initial file review have been submitted. When acceptance is granted, the student will be required to submit the following:

- A request for a tuition deposit of \$300 to confirm enrollment. The deposit is due 30 days after the financial aid award is received. However, students applying within a month of the start of the semester may be required to remit the deposit upon acceptance. The deposit is applied directly to the student's tuition account and is non-refundable.
- Certificate of Immunization Form (required by Oregon State Law)
- Health History Form

International Graduate Application Process

International graduate students with academic records from non-U.S. academic institutions require an evaluation from a pre-approved evaluation agency. It is the responsibility of the student to submit the required documents to the evaluation organization and request the report to be sent to Concordia's international admissions office. Admission will be based on the University's ability to equate the student's academic records with that of U.S. grading standards. GPA does not transfer from international institutions into Concordia.

In addition to stated graduate program admission requirements, the following criteria and process is applicable to graduate applicants who will enter the United States on an F-1 student visa:

- Application for the program of your choice
- Provide a *Statement of Financial Guarantee* form, completed by the student or student's financial sponsor, and supporting bank statements, dated within 6 months of the program start date, showing that there are sufficient funds to pay for tuition, fees, and living expenses for one academic year.
- Provide a copy of the picture and registration page of the passport¹
- Non-U.S. transcripts require an evaluation by a pre-approved evaluation agency with a report sent to Concordia University. Pre-approved agencies are listed on <https://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>.
- Complete the *Certificate of Immunization* form (required by Oregon state law). Students will not be allowed to attend classes if the form has not been received by Health Services.
- Fill out the *International Health History* form.
- Submit a TOEFL or IELTS score, no more than two years old. Graduate minimum

requirements for the TOEFL are 80 (Internet-based), 213 (computer-based), or 550 (paper-based); the minimum requirement for the IELTS test is 6.5. Please note that some programs may require higher scores or other testing. It is the student's responsibility to also meet the program specific requirements.

- Concordia's TOEFL code is 4079. (An English proficiency test score may be waived if a student attended their last two years of school in the United States, Canada, the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa.)
- Students transferring a visa from another school within the U.S. must submit a completed *U.S. Transfer Information* form and a copy of the student's current I-20.¹

¹ For students bringing dependents to the U.S., a copy of each dependent's passport and proof of financial support must also be received.

International Graduate Admission Decision

- Upon receipt of the above documents, the candidate for admission will be considered for acceptance. Upon acceptance to the University, a non-refundable deposit of 300 USD is required for enrollment confirmation for students living on-campus or off campus on their own. Upon registration, the fee will be applied to the student's tuition account.
- An I-20 will not be issued until all required items have been received, the student is admitted, and the deposit received. (See *International Graduate Application Process* above.)
- International students are required to show proof of health and repatriation insurance before registering for classes.

Other Admission Processes

Non-matriculating Students

Students wishing to take fewer than nine semester hours total must complete the online application as a non-matriculating student. Registration for fewer than nine credit hours takes place directly through the Office of the Registrar or the program advisor. Course prerequisites must be satisfied as stated in the catalog. Once a student desires to pursue a degree, the full application process must be completed. Payment for courses is due at time of registration.

Reactivating an Application

Students who have been admitted to Concordia University during the past academic year, but who have not enrolled and have not attended an academic institution since acceptance, may have their applications reactivated by submitting a written request to the Office of Admission. After one academic year from the initial application entry term has passed, students will need to reapply to the University and pay the current application fee, and will be subject to any program requirement changes.

Re-admission Following Dismissal

If a student is academically dismissed, the student may appeal that decision by writing to the Vice Provost. See the Academic Appeals process for more information. If, however, the student chooses to return to Concordia after an absence of one year or more, the student will need to appeal, as well as apply and pay the current application fee, and will be subject to program requirement changes, for re-admission to Concordia.

Application Entry Term Deferment Policy

- Applicants may request to defer their application entry term one time only up to three semesters (including summer, fall, and spring) without being required to reapply.
- If an applicant previously submitted a free online application or had the fee waived by the admission counselor, they must pay an application fee with their new application, if required.
- MAT-E applicants may defer from a summer start date to the following year's fall start date.
- MBA applicants may defer up to two start dates. Applicants who have requested deferment of their application entry term may, without reapplying, decide to begin classes at an earlier date. However, they may not again request to defer their application entry term without reapplying.
- Applicants deferring their entry term more than one time or past the allotted time frame are required to submit a new application, the current application fee, updated transcripts, and new documentation. Please contact the Office of Admission for details on exceptions regarding new documentation, and prior acceptance and enrollment confirmation to the University.
- When an application entry term is deferred, transfer credits previously approved by the Registrar will need to be reevaluated. It is

possible that a different GPA or program credit could be assessed in the new evaluation, due to the age of certain credits. Please contact the Registrar for details.

Financial Aid Information Regarding Entry Term Deferment

Applicants deferring their entry term to a new academic year will need to submit a new FAFSA for the correct year. The 2018-2019 academic year includes Summer 2018, Fall 2018, Spring 2019, and Summer 2019.

GRADUATE PROGRAM TUITION AND FEES

Tuition for College of Education Graduate Programs

Graduate program tuition in the College of Education is assessed at a flat semester rate for students enrolled in the 11-month MAT program. Students enrolled in the 22-month Master of Arts in Teaching (MAT), Master of Education (M.Ed.), and Doctorate of Education (Ed.D.) programs and the Licensure programs are billed at a per credit hour rate for all credits enrolled. Graduate students may be eligible for grants or scholarships in aid and also may qualify for student loan assistance. The following rates apply:

11-Month Master of Arts in Teaching (MAT) (39 Credits)

Elementary & Secondary with two Endorsements

- Standard Rate: \$9,230 per semester
- Alumni Rate: \$7,385 per semester
- PCW or Lutheran Rate: \$7,385 per semester

11-Month Master of Arts in Teaching (MAT) (36 Credits)

Secondary with one Endorsement

- Standard Rate: \$8,520 per semester
- Alumni Rate: \$6,816 per semester
- PCW or Lutheran Rate: \$6,816 per semester

22-Month Master of Arts in Teaching (MAT-E) (36 Credits)

- Standard Rate: \$710 per credit
- Alumni Rate: \$568 per credit
- PCW or Lutheran Rate: \$568 per credit

Master of Education Programs

- Standard Rate: \$697 per credit
- Alumni Rate: \$558 per credit
- PCW Rate or Lutheran Rate: \$558 per credit

Education Program Specific Fees

- MAT 551-554: \$305
- MAT 591-594: \$70 per credit
- EDCI 599: \$300
- EDEL 537: \$300
- EDAD 650: \$365
- EDAD 652: \$305

- EDRD 550: \$300
- EDSP 598 and 599: \$300
- EDHP 519 and 520: \$300

Doctorate of Education (Ed.D.) Program

- Standard Rate: \$880 per credit
- Alumni Rate: \$704 per credit

Tuition for Juris Doctor Program – Boise, Idaho

- \$975 per credit
- Deposit of \$300
- Law School Activity Fee of \$59

Tuition for Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) Program

- Standard Rate: \$697 per credit
- Alumni Rate: \$558 per credit

Tuition for Master of Arts in Psychology: Community Psychology (MA PSY) Program

- Standard Rate: \$760 per semester credit
- Alumni Rate: \$608 per semester credit

Tuition for Master of Business Administration (MBA) Program

- Standard Rate: \$940 per credit
- Alumni Rate: \$752 per credit

Tuition for Master of Science in Homeland Security and Emergency Management (MS HSEM) Program

- Please visit the Graduate Tuition and Fees web page (<http://www.cu-portland.edu/admission/tuition-fees/graduate-tuition>) for the most up to date information.

Miscellaneous Fees

Admission Application Fee:

Varies depending on program

Certificate Completion Fee:

\$100 for all students that wish to complete a Certificate Program

Deferred Payment Plan Charge:

Students who opt to pay their tuition on a monthly payment plan are assessed a charge of \$35 per term.

Directed Study Fees:

\$300 flat fee in addition to any tuition fee assessed for the credit hours enrolled. (See Directed Study Policy)

Graduation Fees:

\$100 for all students applying to graduate

Late Payment Fees:

A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

Transcript Fee:

Official Transcripts: \$5 per copy. Additional charges may apply when ordering paper copies. Visit <http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas> for a current listing. Note: Transcripts are processed through the third-party entity, Parchment, Inc.

Unofficial Transcripts: no charge. Available online at <https://mycu.cu-portland.edu>.

Tuition Deposit:

(Due after admission acceptance): \$300 (if required)

Other Expenses:

- Estimated cost of books: \$600 per semester (book costs vary by program)
- Optional Student Medical Insurance: Medical insurance premiums must be paid directly to the insurance company along with submission of an annual application. The policy period runs from August 1 through July 31 of the following year. Informational brochures are available from Student Services, the Nurse's Office, Athletics, or in Luther 200.

Tuition Assessment and Refund Policy - Graduate

Concordia University's Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Because many classes do not meet regularly throughout an entire term, it is important for students to know which term their classes are in so that they know when tuition is due. Tuition is due on the first day of the term.

Withdrawal Policy

In order to withdraw from a class, the student must submit a completed copy of the official withdraw request form.

Tuition and course fee refunds are processed based upon the length of each course and the date upon which the course is withdrawn. Refunds follow the below schedule:

Class Length (in weeks)	Add Period	Drop Period	Withdrawal Period	Withdrawal Period	Withdrawal Period
		100% Refund	50% Refund	25% Refund	No Refund
5	1st Week	1st Week	2nd Week	N/A	3rd Week
8	1st Week	2nd Week	3rd Week	4th Week	5th Week
15	2nd Week	2nd Week	3rd Week	4th Week	9th Week

- Courses less than 5 weeks in length can be dropped before the course starts for 100% refund. Once the course starts, no refund is available.
- "Drop" indicates course will not be recorded on transcript. "Withdraw" indicates course will be recorded on the transcript.
- Deadlines fall on Friday or next business day in the event of a holiday.

The date utilized in the above calculations is the date on which the student submits a completed copy of the official withdraw request form.

Deployment or Unexpected Withdrawal Policy

The Concordia University refund policy provides prorated refunds for dropped or withdrawn courses within the applicable deadlines posted on the academic calendar (<http://www.cu-portland.edu/academics/registrar/academic-calendar>). If a student is called to active duty military service they may be eligible for exceptions to these posted deadlines.

- Students called to active duty should contact all of their professors to arrange for final grades to be issued or for assignment of incompletes as appropriate (see University policy on incomplete grades for more information).
- If arrangements for a final grade or incomplete are not possible (in some or all courses), Concordia University will drop the course(s).
- Any refund (full or partial) of tuition and fees will be determined for applicable courses upon verification of circumstances. Students must make a written request for an exception to the standard withdrawal policy. NOTE: all exceptions will be deliberated within the constraints of the U.S. Department of Education's Federal Student Aid Title IV policies.
- A copy of general active duty orders containing an issue date and effective date will be expected as a form of documentation.
- Please submit documentation and proof to the Office of Student Accounts & Veteran Benefits (Luther Hall 200 or vets@cu-portland.edu) to discuss your options. More information is available at <http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits>.

Financial Aid Implications

For students who withdraw from all courses in any given term:

- If withdrawal from all courses within a given term occurs prior to completing more than 60% of the term, financial aid will be pro-rated according to the federal Return of Title IV Funds policy (<http://www.cu-portland.edu/admission/financial-aid/policies>). Courses withdrawn during this period may have a transcript record.
 - NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.
- If withdrawal from all courses within a given term occurs after completing more than 60% of the term, there will be no adjustment for financial aid. Courses withdrawn during this period will have a transcript record.
- To begin the process of withdrawing from all courses within a given term, a student must contact an academic advisor.

For students who withdraw from one or more courses but remain enrolled in other courses in any given term:

- If, due to a withdrawal, a student's course load disqualifies them for all or part of previously awarded financial aid, that portion of financial aid may be returned to its payment source (federal student loan, financial aid, personal resources, scholarships, etc.).
- NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.

FINANCIAL ASSISTANCE

Satisfactory Academic Progress (SAP)

Graduate (except Accelerated M.Ed.)

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements.

For most graduate programs, students must maintain a 3.0 term and cumulative GPA as well as successfully complete at least 67% of attempted courses. Law students must maintain a 2.0 term and cumulative GPA. Financial Aid Satisfactory Academic Progress is measured at the end of each term. Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. Students who fall below these requirements for the first term will be placed on Financial Aid Warning. These students must meet academic progress requirements the next term. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid.

Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended will automatically be placed on Financial Aid Revoke status and will need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

Certain programs and scholarships may have more stringent criteria for meeting the conditions of the program/scholarship.

Accelerated M.Ed.

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. Financial Aid Satisfactory Academic Progress is measured at the end of each term. For the accelerated M.Ed. graduate program, students must maintain a 3.0 term and cumulative GPA

as well as successfully complete at least 67% of attempted courses. Courses graded as "F", "NP", "I", or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended due to the University Academic Standing policy will automatically be placed on Financial Aid Revoke status and may need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

Reestablishing eligibility (for all programs):

When a student's appeal has been denied or they have already been granted one appeal and failed to meet SAP standards during the probationary term, the student must reestablish eligibility for aid. The process for reestablishing eligibility is that a student must satisfactorily complete a term at full-time or equivalent (i.e. two terms at half-time enrollment) with the minimum required GPA without the benefit of Federal funding in order to reapply for aid. It is permissible for students to utilize private loan funds during a term that they are reestablishing eligibility. *Simply sitting out or not attending a term does not reestablish eligibility for Federal aid purposes.*

Revised 2/13/2018

Student Loans

Every student admitted to a program and enrolled at least half-time in Concordia University's graduate programs may be eligible for Federal Stafford Loans and Federal Graduate PLUS loans that can pay for the entire tuition amount, plus provide additional funds to assist with living expenses and other educationally-related costs.

Tuition Scholarships

Certain students may receive tuition scholarships for the graduate programs if they fit into one of the categories listed below:

- Concordia alumni who have graduated with a bachelor's degree receive a 20% tuition grant for graduate education coursework, MBA, and MA TESOL program.
- Full-time, rostered LCMS Professional Church Workers (i.e., teacher, DCE, pastor, or youth minister) receive 20% tuition grant. These individuals must be active members of an LCMS congregation.
- In-service educators who teach in any Lutheran elementary or secondary school receive 20% tuition grant.
- In-service educators who have served as cooperating teachers for Concordia students during the student teaching semester or the practicum semester receive a non-transferable scholarship equivalent to one credit's tuition for their first graduate course.
- SIFE mentors for Administrative Practicum students receive one non-transferable graduate credit.
- Master of Arts in Teaching students who are LCMS members and are currently enrolled in the PCW track receive a 20% scholarship.

Note: Eligible students will receive the single tuition scholarship that provides the greatest value to them.

Veteran Educational Benefits

Academic programs offered at Concordia are approved by the Oregon State Approving Agency. Veterans and other persons eligible for educational benefits may complete the education benefit application on the VA's website www.gibill.va.gov (<http://www.gibill.va.gov>). Students will receive confirmation (Certificate of Eligibility or CoE) from the VA regarding eligibility for education benefits. It is the student's responsibility to send a copy of the CoE to Concordia University's School Certifying Official in the Finance Office before benefits can be processed. Please note: a copy of the qualifying veteran's DD-214 is also required for those no longer on active duty or for those students receiving Dependent Education Assistance (Chapter 35) benefits. Any veteran receiving GI Bill benefits while attending Concordia University is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit.

More information is available on <http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits>.

ACADEMIC INFORMATION AND POLICIES

It is the student's responsibility to become familiar with the regulations of the university; in particular, the requirements for graduation, and to ensure that these requirements are met.

- Privacy Rights of Students (FERPA) (p. 169)
- Academic Integrity at CU – Graduate (p. 170)
- Graduate Academic Information and Policies (alphabetical) (p. 172)

Privacy Rights of Students (FERPA)

The Family Educational Right and Privacy Act (FERPA) of 1974 (Public Law 93-380), as amended, Oregon Revised Statutes 351.065, and their implementing regulations, afford students certain rights with respect to their educational records and require Concordia University to assure that those students' rights are not abridged.

Student Record Privacy

FERPA protects the privacy of all "education records," in any medium, maintained by Concordia University. Although the law was written in 1974, its coverage is not limited to paper copies. All student education records, including records about students contained in computer databases, are protected.

It is important to respect the privacy of students. Even though a record is not protected by FERPA, it does not mean that the record can be freely released. For example, other laws protect employment and medical records. Medical records used to accommodate a disability should be kept separately from a student's "education records."

A student is any individual who is or has been enrolled as a student at Concordia University. This includes students who are enrolled in any Concordia course, whether attending the main campus, an off-campus site, or online, regardless of the student's age. FERPA continues to apply to a student's records even after they have graduated or otherwise left the University.

Most student records at the university are considered education records that are protected by FERPA.

Examples of education records include:

- Admissions information for students once they are enrolled;
- Biographical information including date and place of birth, gender, nationality, information about race and ethnicity;
- Grades, test scores, evaluations, courses taken, and official communications regarding a student's status;
- Coursework including papers and exams, class schedules, as well as written, email or recorded communications;
- Disciplinary records;
- Student's financial and financial aid records;
- Internship program records;
- Employment records related to a student's employment in a position for which only students are eligible.

Education Records include any information or data recorded in any medium that is directly related to a student and maintained by the University or by a person acting for the University. Record mediums include, but are not limited to, electronic databases and files, handwriting, print, tapes, film, e-mail, microfilm, and microfiche.

Some university records are not defined as educational records in FERPA, and the FERPA procedures do not apply to them. However, other legal restrictions do apply to them and they also may not be released. Any subpoena or request for release for these records should be referred to the Office of the Registrar. Some examples are the following:

- Employment records when the employment is not connected to student status (e.g., a staff member who happens to be pursuing a degree at the institution, as opposed to a student employed under the work-study program);
- Medical and mental health records used only for treatment of the student;
- Alumni records that do not relate to or contain information about the person as a student (e.g., information collected by the University pertaining to alumni accomplishments).
- Law enforcement records maintained by Campus Public Safety are not education records under FERPA, but may be subject to other restrictions

This is a list of examples only; it is important that all university records be maintained with appropriate restrictions.

Student Rights under FERPA

FERPA protects four specific rights of students. The right to:

Inspect

Students have the right to inspect and review their education records in a timely manner. Specifically, students have the right to inspect their records within 45 days of their request.

Amend

Students have the right to request the amendment of their education records that they believe are inaccurate or misleading.

Consent

Students have the right to consent to disclosures of the personally identifiable information contained in their educational records.

Complain

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Concordia University to comply with the requirements of FERPA.

Student education records may not be disclosed to anyone unless:

- the student has given written consent, or
- the request fits one of the legal exceptions.

However, FERPA allows an institution to define "directory information" that can be released.

Consent from a student is not generally required for the release of directory information and it may be viewed and released to the public, unless the student has placed a confidentiality restriction on its release. Concordia defines directory information as the following:

- Name
- Address, phone & e-mail
- Dates of attendance
- The fact of enrollment, and whether full-time, half-time or less than half-time
- Field(s) of study (major, minors, etc.)
- Degrees, honors and awards
- Number of credits earned, including class standing (i.e. freshman, sophomore, etc.)
- Thesis title/topic
- Status as a graduate teaching fellow and teaching assignment
- Participation in officially recognized activities and sports

- Weight and height of members of athletic teams
- Photographs
- Concordia Identification Number

Concordia University's primary use of directory information is in writing press releases for students involved in music, drama, athletics or representing Concordia University in other public capacities.

The University may disclose directory information without the student's prior written consent. **Students have the right to establish a confidentiality restriction on the release of their records, including directory information.** Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a directory exemption prior to filing such a request. Request for nondisclosure will be honored by the institution until a release form is filed by the student in the Registrar's Office.

Restrictions to Student Access

Students have a right to access and review their education records, subject only to reasonable time, place and manner restrictions. However, a student does not have the right to see:

- confidential letters of recommendation (those to which the student has waived access in writing),
- financial information of their parents,
- those items not defined as education records, or
- records that contain information on more than one student, in which case the student may see only those portions of the record that pertain to herself or himself.

What about parents?

One area of FERPA that generates confusion is the right of a parent to access student record information. In this case, Oregon law applies as well as FERPA. Oregon law prohibits giving parents access to students' information except with the student's written consent.

Although FERPA is a federal law, it is written in such a way as to permit institutions to be more restrictive in some cases. Since FERPA is permissive regarding parents' access to information, and Oregon law is restrictive, **Oregon law is what prevails in this case.**

Get more information concerning FERPA at <http://www.cu-portland.edu/academics/registrar/student-privacy> and <http://>

www.ed.gov/policy/gen/guid/fpco/ferpa/index.html or contact the Registrar.

Academic Integrity at CU – Graduate

A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia's goal to prepare students to be leaders for the transformation of society, students are expected to pursue their studies with integrity and character. By choosing to attend Concordia, students agree to the following statements and practices.

Purpose

The Code of Academic Integrity at Concordia University reflects the community's values of honesty and integrity in the work of all scholars and students. Students are charged to honestly complete and present their work under the terms specified by the instructor. As a Christian community, the covenant of trust pledged among community members is honored, and the values expressed in Philippians 4:8-9 are modeled:

"Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you."

Statement of Academic Integrity

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.

Explanation

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics, and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a student's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support students solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to: use of unauthorized notes or another's work during a proctored test; use of unauthorized notes or personal assistance in a take-home exam setting; inappropriate collaboration in preparation or completion of a project; unauthorized solicitation of professional resources for the completion of the work.

Breach of Academic Integrity: Sanctions Process

If an instructor perceives that a student has committed a breach in academic integrity, the student and instructor meet to discuss the event.

That event is resolved as follows:

- It is determined that no breach in academic integrity has been committed. (In the case of perceived plagiarism, i.e. faulty or incorrect documentation, the student may be required to re-do parts of the paper or the paper may be graded down.)
OR
- It is determined that a breach in academic integrity has occurred.

1. The student is notified in writing by the instructor that a breach has occurred, receives a "0" for the assignment, documentation (a copy of the Academic Breach Reporting Form and evidence of the fraudulent activity) of the event is provided to the student, and a copy sent to the Registrar's office by the instructor and placed in the student's file. In a case where the breach involves the action of a student who is no longer in the course (e.g. a student who supplies a paper to be copied by a student in the course), the instructor will notify the dean of the college in which the course is housed and the dean will contact the violating student to discuss the impact of their action and will issue a letter of warning to the student noting that a second violation will be punishable by academic probation and a third by expulsion. As before, a copy of the Academic Breach Reporting Form and evidence of the fraudulent activity will be supplied to the student and the Registrar's

office by the instructor and placed in the student's file.

2. In the case of a second breach in academic integrity in the same class, same semester, the student is notified in writing (with documentation as defined in a. above) by the instructor that a breach has occurred, dismissed from the class, and the student receives an "F" grade in the course without opportunity to withdraw. The instructor sends an Academic Breach Report and evidence is placed in the student's file.
3. When documentation (defined in a. above) for two (2) cumulative breaches has been recorded with the Registrar's office, the Registrar must notify the student, the student's academic advisor, and the Chair of the Academic Integrity Appeals Committee. At this time the student is placed on academic probation.
4. When documentation (defined in a. above) for three (3) cumulative breaches has been recorded with the Registrar's office, the Registrar must notify the student, the student's academic advisor, and the Chair of the Academic Integrity Appeals Committee. The Registrar must then notify the student that they are academically dismissed from school.

office in writing that an appeal has been tendered. At this time the Registrar's office must send a copy of the original Academic Integrity Breach Reporting form along with documentation to the chair of the Appeals Committee. The committee must meet to consider the appeal within 10 working days of the presentation of the appeal to the chair of the Academic Integrity Appeals Committee. The committee then determines whether to repeal or uphold the decision.

2. If the decision is upheld, the student may appeal again to first the Provost and the President of the University. The President's decision is final.
3. If the decision is repealed, the record for the breach is erased and the student continues work in the class with no penalty.
4. In either case, the chair of the Academic Integrity Appeals Committee must notify the Registrar's office in writing of the committee's decision.
5. Records of all appeals processes must be forwarded by the current chair of the Academic Integrity Appeals Committee to the succeeding Program Dean to insure continuity of information.

Appeals Process

An Academic Integrity Appeals Committee is to be formed each September. Members of the Academic Integrity Appeals Committee include two students appointed by ASCU President, two faculty members appointed by the CLC Chair, and a Program Dean (rotating) as chair who is responsible for making sure the other members are appointed. The Provost is responsible for appointing the dean of one of the four on-campus colleges as chair of the Appeals Committee. The chair rotates under the advisement of the Provost.

Students may appeal the determination of an academic integrity violation if there is a factual error in the documentation of the violation or an error in the manner in which the violation was processed. If a student believes that the determination of a breach is in error, they have the right to appeal the decision, accordingly:

1. The appeal, with appropriate documentation, must be delivered by the student to the chair of the Academic Integrity Appeals Committee within 72 hours of action taken by an instructor which identifies a breach in academic integrity. Within 24 hours of receipt of the appeal, the chair of the Academic Integrity Appeals Committee must notify the Registrar's

Students indicate consent to the Academic Integrity Policy (and all policies and guidelines of the university contained in all official handbooks and the university catalog) when they sign their application for admission to Concordia.

GRADUATE ACADEMIC INFORMATION AND POLICIES (ALPHABETICAL)

Academic Credits and Load

Concordia's unit of credit is the semester hour, normally granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Students can anticipate that one credit usually connotes 15 hours of course meeting time and 30 hours of outside or laboratory work over the semester. One credit in an online course can assume 30-45 hours of work for the semester.

Academic Grievance

Procedures for student grievances (e.g., concerns over grades, grading policies, grading practice, course design) are delineated in the CU Student Handbook (<http://intranet.cu-portland.edu/students/documents/StudentHandbook.pdf>). These procedures are designed to provide a mechanism by which students can seek to express concerns, disagreements, or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination, or inequity. Students are encouraged to start by discussing concerns directly with the faculty member in an attempt to resolve issues. Students should also consider discussing concerns with their academic advisor or a professional staff person in Student Services. This will provide an opportunity to review the appropriate university policies and practices related to the student's concern.

Academic Dismissal Appeal Process

All students have the right to appeal academic dismissal through the Scholastic Standards Committee. Instructions on how to petition will be communicated to all dismissed students, but may also be obtained by contacting gssc@cu-portland.edu.

Academic Standing – College of Education – Ed.D.

Concordia University believes its Ed.D. Candidates are enrolled in one of the most

innovative and engaging degree programs available. The focus of all programs is on the candidate's success and the transfer of that success to classrooms or the workplace.

To facilitate student success, standards of academic excellence must be maintained and safeguarded. To that end, the University developed the following parameters for academic probation, dismissal, and student readmission in order to support candidates who may find themselves in academic difficulty.

Ed.D. Academic Standing

1. Candidates must earn a grade of B- or better or a 'Pass' in each course to receive credit for the course.
2. A letter grade of 'C+' or below or 'No Pass' means the candidate has failed that course and will be placed on academic probation.
3. A failed course may be repeated once. If the new grade is a B- or better, the candidate returns to good standing.
4. If the repeated course is awarded a 'C+' or lower or a 'No Pass' the candidate is dismissed from the program.
5. If a candidate fails two courses in succession, they will be dismissed from the program.
6. If a candidate fails two courses, they will be dismissed from the program if the first course failed has not already been retaken successfully.
7. A cumulative minimum GPA of 3.0 must be maintained to remain in good academic standing¹ and earn the degree.

¹ *Good standing means that the candidate has a grade point average of such quality that they may continue to advance toward program completion.*

Academic Standing – College of Education – M.Ed. and Certificate Programs

The College of Education believes that its M.Ed. candidates at Concordia University are enrolled in some of the most innovative and engaging master's degree programs available. The focus of all programs is on the candidate's success and the transfer of that success to classrooms or the workplace.

To facilitate student success, standards of academic excellence must be maintained and safeguarded. To that end, the University developed the following parameters for academic probation, dismissal, and student

readmission in order to support candidates who may find themselves in academic difficulty.

Unsatisfactory progress in the program may have implications in the amount of Federal Financial Aid available for classes. It could also extend the length of the program due to class availability.

M.Ed. Academic Standing

1. Academic Standing will be assessed at the completion of each course.
2. Candidates must earn a grade of A, A-, B+, B, B- or PASS in each course to receive credit toward the degree.
3. A No Pass or letter grade of C+ or below means the candidate has failed that course and will be placed on academic probation.
4. If the cumulative GPA falls below a 3.00 the candidate will be placed on academic probation for a maximum length of three courses. If the candidate does not return to good standing (the cumulative GPA is not raised to a 3.00 or above) after completion of the third consecutive course on probation, the candidate will be dismissed from the program and from the University.
5. A failed course (other than a practicum course) may be repeated once. If the new grade is a B- or better, the candidate returns to good standing as long as the cumulative GPA is not lower than a 3.00.
6. If the repeated course is awarded a C+ or lower, or a No Pass, the candidate is dismissed from the program and from the University.
7. Candidates on probation for a GPA lower than 3.00 will be dismissed from the program and from the university if they receive a subsequent failing (C+ or below or No Pass) grade.
8. If a candidate receives two failing (C+ or below or No Pass) grades they will be dismissed from the program and the university.
9. If a candidate is on probation and an Incomplete grade is changed to a failing grade (C+ or lower or No Pass) the candidate will be dismissed from the program and the university.
10. A failed course (C+ or below or No Pass) must be retaken within 16 weeks from the end of the original failed course or the candidate will be dismissed from the program and the university at the beginning of the next semester.
11. A practicum course is not repeatable. If a candidate fails a practicum course, they

will be dismissed from the program and the University.

12. Although a student may receive credit for a course with a B- grade, a cumulative minimum GPA of a 3.00 must be maintained to remain in good academic standing¹ and earn the degree.

¹ *Good standing means that the candidate has a grade point average of such quality that they may continue to advance toward program completion.*

M.Ed. Course Repeat Rule

The M.Ed. Department has established the following Course Repeat Rule:

- Each M.Ed. course (excluding practicum courses) may be repeated once.
- A maximum of two courses may be repeated within a program. If the candidate fails an additional course after the maximum of two repeated courses has been reached within the program, the candidate will be dismissed from the program and the university.
- A practicum course (EDRD 550; EDEL 537; EDAD 650; EDAD 652; EDHP 519; EDHP 520; EDSP 598; EDSP 599; EDCI 599) is not repeatable.

Note: Repeatable failed courses must be repeated within 16 weeks or dismissal will occur at the start of the next term.

M.Ed. Incomplete Grades

Candidates are expected to complete all academic work in whatever length of time is allotted for the course. If candidates cannot complete course requirements by the completion date due to unavoidable or unforeseen circumstances, they may request an Incomplete ("I") grade from the instructor.

If granted, the candidate and the instructor will determine, and confirm with a student contract, a final completion date, of no more than 15 weeks, which must be met for the passing grade to be issued. In all cases, an Incomplete is given with a back-up grade. If the candidate does not complete the work by the agreed date, the incomplete "I" grade will default to the backup grade.

In online courses, Instructors may grant a grade of "I" only when a student has completed 75% of the course with a "B-" or better. An incomplete grade is not included in the grade point average (GPA).

Revised 2/12/18

Academic Standing – College of Education – MAT

To remain in "good standing" in the College of Education MAT program, candidates must maintain term and cumulative GPAs of 3.0 or better and pass all courses with a grade of B- or better throughout the process towards the degree. If a student completes any course with a grade below B-, the student must repeat the course. If the repeated course or any subsequent course is completed with a grade below B-, the student is dismissed from the program and from Concordia University. Additionally, a student will be placed on probation following any term where the term GPA and/or the cumulative GPA falls below 3.0. A student may continue on probation for a maximum of three consecutive terms as long as no course is completed with a grade below B- and each term GPA is 3.0 or better during the probationary period. A student will return to good standing when the term and cumulative GPAs are both 3.0 or better. Failure to return to good academic standing within this time frame will result in dismissal from the program and from Concordia University. The student has the right to appeal academic dismissal through the Office of the Provost. The student will be required to be present during the appeal process unless previously excused by the Registrar for extenuating circumstances. In any case the student must make a written appeal.

Revised 11/20/2017

Academic Standing – College of Arts & Sciences – MA IDS, MA PSY, MA TESOL

To remain in "good standing" in College of Arts & Sciences graduate programs, candidates must maintain term and cumulative GPAs of 3.0 or better and pass all courses with a grade of B- or better throughout the process towards the degree. If a student completes any course with a grade below B-, the student must repeat the course. If the repeated course or any subsequent course is completed with a grade below B-, the student is dismissed from the program and from Concordia University. Additionally, a student will be placed on probation following any term where the term GPA and/or the cumulative GPA falls below 3.0. A student may continue on probation for a maximum of three consecutive terms as long as no course is completed with a grade below B- and each term GPA is 3.0 or better during

the probationary period. A student will return to good standing when the term and cumulative GPAs are both 3.0 or better. Failure to return to good academic standing within this time frame will result in dismissal from the program and from Concordia University. The student has the right to appeal academic dismissal through the Office of the Provost. The student will be required to be present during the appeal process unless previously excused by the Registrar for extenuating circumstances. In any case the student must make a written appeal.

Revised 11/20/2017

Academic Standing – School of Management – MBA, MS HSEM

To remain in "good standing", graduate candidates in the School of Management are expected to maintain a cumulative GPA of 3.0 or better throughout their progress towards their degree. Students must repeat any course lower than a C+. Failure to remain in good standing will result in probationary status. A student may remain on continuing probation for a maximum of three consecutive terms as long as each term GPA is above 3.0. Failure to return to good academic standing within this time frame can result in dismissal from the program and from Concordia University.

Revised 2/12/18

Adding and Dropping 15 Week Courses

No course can be added after 10% of the class sessions have convened. In no case may a course be added after the second week. Adding courses must be approved by both the instructor and the student's academic advisor.

A Candidate may drop a course during the first two weeks of a semester without transcript notation. If a student drops a course between the beginning of the third week and the end of the tenth week, a grade of "W" (withdrawn) is issued. Students will be responsible for any balance that results from a withdrawal calculation, if applicable. After the tenth week, a candidate will not be allowed to withdraw from a course unless unusual circumstances exist.

Adding & Dropping Courses – Ed.D.

No course can be added after the first week of class. Adding courses must be approved by

both the instructor and the student's academic advisor.

Students may withdraw from a course during the first 5 weeks of the semester. Students will be responsible for any balance that results from a withdrawal calculation, if applicable.

A course running less than 15 weeks (8 weeks) may be dropped before the end of the tenth day without transcript notation. After the 10th day, but before the end of the fifth week, students may withdraw from a class and will be assigned a grade of "W". After the fifth week students must earn a grade in the class.

Students who stop attending a course without following the above procedure automatically receive a grade of "F."

Courses may not be assigned a "W" grade after the close of the fifth week except under unusual circumstances. Withdrawal after the fifth week in 8 week course requires the approval of the Dean of Students.

Attendance Policy – Ed.D.

Attendance and punctuality are required for all Ed.D. courses. In situations that necessitate an absence, notify the instructor prior to class. Please note tardiness or absenteeism may affect your participation in class. On-ground students who miss more than 25% of the total class time must retake the course. Online students need to check the course room and Blackboard email at least once daily during the course duration.

Audit

Candidates desiring to take a course as an audit rather than for credit can indicate their intention to do so during the registration period by filling out a form for this purpose. Policies regarding the addition or dropping of a credited course also apply to audited courses. Audit tuition is charged at a lower rate. No class may be changed to an audit after the end of the second week of classes in that particular semester.

Automatic Drop

Candidates who have not attended any of their registered classes by the second Friday of any term, and who have not notified their instructors of the reason for their absences, can be automatically dropped or withdrawn from all their classes. Please note: it is the student's responsibility to drop or withdraw from any class.

Failure to make satisfactory payment arrangements may also result in an administrative drop or withdraw from classes.

Class Attendance

Policies governing absences and tardiness are determined by individual instructors and are announced at the beginning of the course or in the course syllabus.

Students that have not attended any of their registered classes for the semester will be administratively dropped from all coursework after the add/drop deadline for the term.

Commencement Ceremonies

Some graduate programs are offered off-site. Candidates at the off-site location may choose to attend commencement exercises at the main campus. Certificate programs are not part of the commencement ceremonies.

Computer Requirements

- Ready access to adequate computing resources has become essential for student success in higher education.
- For the latest computer guidelines, please click on the following hyperlink: <http://kb.cu-portland.edu/Computing+Standards>

Concurrent Enrollment

Matriculating students at Concordia University who wish to take concurrent coursework at another institution, to be applied toward graduation at Concordia University, should consult with their advisor, financial aid staff, and the Registrar before enrolling in such courses. If students do not receive such approval, these courses may not apply to graduation requirements.

Course-In-Progress Grade

A number of courses at Concordia by design extend beyond one semester (e.g. internships, practica, and research). At the end of the first semester, the instructor will grant a grade of Course In Progress (CIP). The CIP can be used for up to six months, with a final grade granted at the end of that time. Please note: CIP graded courses are not considered toward student enrollment for subsequent terms.

Course Numbering System

Graduate courses carry a 500, 600, or 700 number, this includes Law and Doctoral courses. Courses in the 800 sequence are awarded limited graduate seminar credit, and

are designed to meet professional development needs. Continuing Education courses, awarded CEUs only, will carry the CEU prefix.

Course Offerings for Graduate Students

Course descriptions for all graduate offerings are listed in the Graduate Course section at the end of this catalog.

Classes that do not meet the minimum enrollment established by the university may be cancelled as late as the first session.

Disabilities & Accommodations

Any student with a documented learning, physical or mental disability who feels the disability may impact academic success may be qualified to receive accommodation. Students needing academic adjustments are required to contact the Disability Learning Services Coordinator, no later than the second Friday of the semester for which accommodation is being sought. All discussions will remain confidential.

Enrollment Status

Levels of enrollment for all graduate degree programs are:

- Full Time: 6 or more credits
- Three Quarter Time: 4.5-5.99 credits
- Half Time: 3-4.49 credits
- Less than half time: Less than 3 credits

During periods of non-enrollment in the non-standard term structure students may be reported as withdrawn.

Experimental Courses

Courses that have an E (e.g., BA 596E) are experimental courses, offered on a one time basis before being considered for offering on a regular basis.

Grades and Quality Points

Academic work is evaluated each semester according to the following scale:

Grade	Quality Points/ Semester Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
AU - Audit	None
CIP - Course In Progress*	None
I_ - Incomplete*	None
N - No Count	None
NP - No Pass*	None
P - Pass*	None
RD - Registrar Delay	None
W - Withdraw	None
X - No Basis For Grade	None

* See appropriate sub-section for more information.

Graduation Application

An application for graduation must be turned in to the Registrar's Office at least two semesters before the student wishes to graduate.

The last day to declare candidacy for participation in commencement:

- Spring term (April) – November 1 of the prior year
- Fall term (December) – April 1

A graduation fee will be applied to the student's account once the graduation application is processed.

Graduation Requirements

Please consult the individual program sections of this catalog for program-specific graduation requirements.

Inclement Weather Policy

Because the student's safety is of primary importance to the university, all students must determine their ability to travel to the University when conditions are hazardous. If a student feels it is not safe to travel to classes, they should contact instructors at the earliest possible time.

In instances of inclement weather, the decision to cancel classes will be determined by the Provost and be broadcast on local radio/TV stations, as well as posted on the Concordia University web site. Please refer to the student handbook for a listing of local radio/TV stations that carry this information.

Incomplete Courses

Students are expected to complete all of the work for a course within the allotted time, generally one semester. However, there may occasionally be extenuating circumstances which prevent a student from completing a course. In those cases, the following process will be utilized:

- The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will submit a "Grade Incomplete Form" to the instructor and also share a plan with timeline for how they intend to complete work still required.
- The instructor will use professional discretion to determine whether a grade of "I" should be awarded. * If the instructor is a part-time faculty member, permission to assign a grade of Incomplete cannot be given without the additional approval of the department chairperson and signed by the department chairperson on the "Grade Incomplete Form."
- At the time a grade of "I" is assigned, a back-up grade is provided by the instructor which reflects that grade the student will receive if the additional work is not completed.
- When the student completes the work, the instructor submits a "Grade Change" form to the Registrar's Office.
- The grade of "I" is granted for a period of up to 15 weeks. If a Grade Change form is not received, grades of "I" will be converted to the backup grade at the end of the 15 weeks.

Intent to Complete a Certificate Form

An Intent to Complete form must be turned into the Registrar's Office at least two semesters before the student wishes to complete their Certificate program.

Limited Graduate Seminar Credit

When a continuing education experience or seminar is deemed substantive enough to be considered for academic credit, the course may be awarded limited graduate seminar credit. These courses are generally more experiential and practical-oriented than traditional theory-based graduate level courses, and generally project-based, with assessment included as part of the course. The courses may allow limited application in graduate programs. Each hour of limited graduate seminar credit

reflects approximately 30 hours of work, and the equivalent of three continuing education units.

Majors, Concentrations, and Certificates

A **major** is a structured plan of study requiring a minimum of 30 semester credits please see individual major pages in the catalog for requirements, minimum grades, GPA, transfer policy, and graduation requirements.

A **concentration** is a structured plan of study within a major and is required for the completion of the major. The minimum number of semester credits for a concentration is 9 credits at the graduate level, and is included within the semester credits for the major. The concentration appears on the official transcript, but is not printed on the diploma. Specific requirements are defined in the Academic Catalog. To successfully complete a concentration course the grade earned must be a C or higher. No more than 50% of credits may overlap between any two majors, two concentrations, two minors or a combination of minors and concentrations.

A graduate **certificate** is a structured set of professionally orientated courses designed to provide recognition that the student has completed coursework in an applied area of focus. A minimum of 15 semester credits are needed for a graduate-level certificate. Specific requirements and graduation requirements are defined in the Academic Catalog. To successfully complete a certificate course the grade earned must be a B- or higher. No more than three credits are eligible for transfer, please see specific transfer policies for each certificate.

Online Courses

An increasing number of courses are available in an online format. Those courses will be designated as "Online" or "Online Cohort Program" in the course schedules.

Paper Format

The latest edition of the APA Publication Manual has been adopted for writing assignments in Concordia's graduate programs.

Pass/No Pass Courses

The only graduate courses that utilize the pass/no pass option are seminars and designated practica.

Readmission Following Dismissal – Ed.D.

If a student is academically dismissed, the student may appeal that decision by writing to the Graduate Scholastic Standards Committee (GSSC). See the Academic Appeals process for more information. If, however, the student chooses to return to Concordia after an absence of one year or more, the student will need to appeal, as well as apply and pay the current application fee, for re-admission to Concordia. Students will be subject to any changes in the program.

Please note: You have seven years from the date you begin the program to complete your coursework and dissertation process (should you decide to defer or take a hiatus). After seven years, the coursework is nullified and you would need to reapply to the program.

Special Issues

Please contact your instructor at the first sign of an issue. Waiting until the end of the term or approaching someone else with the problem does not correct it, solve it, or help develop positive relationships. Be “solution-focused” and solve problems together!

Readmission Policy

Students who leave Concordia University in good academic standing may resume their studies in the following way:

1. Students who wish to return within one academic year (twelve months) may contact the advising office to re-enroll and continue their previous academic roadmap.
2. Students who have been absent for one academic year (twelve months) or more must complete the online application for admission, and will be subject to any changes in admission requirements, program requirements, and tuition increases. Institutional scholarships, Concordia Grants, and Concordia Merit Awards at the time of initial admission are subject to change upon readmission.

All students must submit official transcripts for any coursework taken at other institutions during their absence. All students will be notified by electronically or in writing of their readmission status.

Students who return to a program will need to work with an academic advisor and the office of financial aid to determine when they can begin classes and finish their coursework. Term

structures and financial aid policies will affect this timeline.

Students who have been academically dismissed from the University and wish to resume their education should obtain instructions by contacting the Scholastic Standards Committee at: ssc@cu-portland.edu. If a student is readmitted, they will be placed on academic probation until they meet minimum GPA requirements for their program.

All previous course work at Concordia University remains part of the permanent record for students who have been readmitted, and the cumulative GPA includes all prior grades.

Repeat Course

A candidate may repeat some courses. A course may be taken either at Concordia University - Portland or another institution with approval by the program director, if it is intended to replace a program requirement. When a course is repeated at Concordia University, only the grade and credit hours for the last attempt will be used in computing the GPA, quality points, and credit. All attempts and grades will be recorded on the transcript. Transfer coursework will not replace Concordia University classes.

Previously passed courses are only eligible for financial aid for one repeat. This is regardless of requirements for a higher grade for the major. Students should contact their financial aid counselor if there are questions related to this issue. If ineligible for financial aid, the student will be responsible for the balance.

Transfer of Credit General Policy

To students pursuing a graduate degree, the Office of Admissions awards transfer credit according to the guidelines discussed here. The Admission Office and the Registrar reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by their regional accrediting association for colleges and universities, provided that such credits have been earned through university-level courses appropriate to the student's degree program at Concordia University (CU).

Full time students at Concordia who wish to take a course at another institution, to be applied toward graduation at Concordia University, must consult with the student's advisor, in coordination with the Registrar's Office, before enrolling in such courses. If

students do not receive such input, these courses may not apply to Concordia University graduation requirements.

The Registrar and the Department will evaluate transcripts of transfer students degrees to determine acceptance or rejection of transfer courses into Concordia University's graduate degree programs.

A graduate student's transcripts, of courses taken at other accredited institutions, are assessed to determine acceptance or rejection of such transfer credits into Concordia University's graduate degree programs. All courses requested for transfer to Concordia University must be no more than seven years old, graduate level credit, and only final course grades of an A or B from regionally accredited institutions will be accepted for credit towards completion of a master's degree.

College of Education Transfer Policy

MAT, M.Ed. and Certificate Programs

- **Master of Arts in Teaching:** No credit may transfer into this program
- **All M.Ed. Programs:** Up to six semester hours may be transferred in, see below for specific programs and eligible courses. This must be graduate level work (not CEUS) from an accredited institution. Coursework must be less than 7 years old and all grades must be a B- or higher to transfer. The course content must be equivalent to CU coursework in the degree. Total credits needed to earn the degree must be met. If applicable: The capstone course (Thesis/Action Research), EDGR 500 PROF PLAN SEMINAR (PPS), and any practicums must be completed at CU. All C&I concentration courses must be taken here as well. The following lists the specific courses that might be transferred into each M.Ed degree:
 - a. M.Ed. in Career and Technical Education
 - i EDCT 505 BASIC TEACHING SKILLS
 - ii EDCT 509 EFFECTIVE CLASSROOM MANAGEMENT
 - b. M.Ed. in Administration
 - i EDGR 595 COMMUNITY OF LEARNERS
 - ii EDGR 626 ORGANIZATIONAL CHANGE
 - c. M.Ed. in Educational Leadership
 - i EDGR 535 THEORIES OF TCHNG/ LRNING
 - ii EDGR 595 COMMUNITY OF LEARNERS

- d. M.Ed. in Curriculum and Instruction
 - i EDGR 535 THEORIES OF TCHNG/ LRNING
 - ii EDGR 595 COMMUNITY OF LEARNERS

- **Preliminary Administrative Licensure Certificate (formerly the IAL):** Up to three semester credits may transfer into this program. Must be graduate level work (not CEUS) from an accredited institution. Must be less than 7 years old, all grades must be a B- or higher to transfer and the coursework must be appropriate to the degree. If applicable: The capstone course (Thesis/Action Research), EDGR 500 PROF PLAN SEMINAR (PPS), and any practicums must be completed at CU.
- **Professional Administrative Licensure Certificate (formerly the CAL):** Up to three semester credits may transfer into this program. Must be graduate level work (not CEUS) from an accredited institution. Must be less than 7 years old, all grades must be a B- or higher to transfer and the coursework must be appropriate to the degree. If applicable: The capstone course (Thesis/Action Research), EDGR 500 PROF PLAN SEMINAR (PPS), and any practicums must be completed at CU.
- **Other Graduate Certificate Programs:** No credit may transfer into these programs.

Doctorate of Education All Candidates

Please Note: All credits must be seven years old or less and enrollment into the Ed.D. program must happen within that same seven year time span in order for the credits to transfer. All credits must 1) have a B- grade or higher (no P grades are eligible to transfer), 2) be at the graduate or doctoral level, and 3) be from an accredited institution in order to transfer.

Ed.D. transfer-in credit will be determined by appropriateness to the concentration and reviewed case-by-case if necessary. A total of 12 graduate credits may be transferred into the Ed.D. program with the following stipulations:

1. Up to six graduate credits if the earned credits are appropriate to the concentration.
2. In the EDDR 790 QUANTITATIVE RESEARCH METHODS/EDDR 791 QUALITATIVE RESEARCH METHODS sequence, up to six graduate credits for Qualitative Research Methods and/or Quantitative Research Methods course work previously completed. Course work transferred in for the research courses need to each be at least three semester credits.
 - a. If one research course is transferred, the candidate will take two prospectus

writing course simultaneously with one CU methods course.

- b. If two research courses are transferred, the candidate will take two prospectus courses simultaneously with the first dissertation course. EDDR 708 PROSPECTUS WRITING QUANT RESCH and EDDR 709 PROSPECTUS WRITING QUAL RESCH are still required.

Oregon and Washington Candidates Only

1. Up to 12 graduate credits earned toward, or in the completion of, the Oregon Professional Administrator License (formerly the CAL) may be transferred into the Ed.D. Administrative Leadership concentration.
2. Up to 12 graduate credits earned toward, or in the completion of, the Oregon Preliminary Administrator License (formerly the IAL) may be transferred into the Ed.D. Professional Leadership, Inquiry and Transformation concentration if the content is equivalent to the coursework in CU's Preliminary Administrator License program (excluding EDGR 500 PROF PLAN SEMINAR (PPS) and EDAD 650 PRELIM ADMIN LICNSE PRACTICUM). Only transfer work or courses earned in the other CU Ed.D. concentrations of Instructional Leadership, Transformational Leadership, or Higher Education will apply to the Professional Leadership, Inquiry and Transformation concentration. A Degree Completion Plan (DCP) is required for all students that declare the Professional Leadership, Inquiry, and Transformation concentration.

Concordia University-Portland Candidates Only

1. Twelve graduate credits for the Administrative Leadership concentration earned toward, or in completion of, the Oregon Professional Administrator License (formerly the CAL) can be transferred into the Ed.D. Administrative Leadership concentration.
2. Students who have successfully completed the M.Ed. in Educational Leadership or the M.Ed. in Curriculum & Instruction program with a Leadership specialization from Concordia University-Portland will have six of their credits transfer into the Ed.D. Instructional Leadership concentration.
3. Any Concordia University-Portland student who has successfully completed the following MAT courses will be able to transfer up to 3 credits into the Instructional Leadership concentration: MAT 501 ISSUES AND ETHICS and MAT 536 EVAL & ASSESS

LRNING: ELEM or MAT 537 EVAL & ASSESS LEARN: SECNDRY.

4. If any of the following courses have been completed at CU-Portland, up to six credits will transfer into the Instructional Leadership concentration: EDCI 587 THE ETHICAL EDUCATOR, EDGR 506 CHARACTER/ETHICS OF LEADERSHIP, EDGR 520 CURRICULUM DESIGN & ASSESSMENT, EDGR 620 SCHOOL/COMM PARTNERS, or EDSP 622 LEGAL ASPCTS OF SPED PRACTICE.
5. Twelve graduate credits earned toward, or in completion of, the Oregon Preliminary Administrator License (formerly the IAL) can be transferred into the Ed.D. Professional Leadership, Inquiry and Transformation concentration. Only transfer work or courses earned in the other CU concentration of Instructional Leadership, Transformational Leadership, or Higher Education will apply to the Professional Leadership, Inquiry and Transformation concentration. A Degree Completion Plan (DCP) is required for all students that declare this concentration.

Note:

There are no equivalent master's level courses here at CU for the Higher Education or Transformational Leadership concentrations.

Oregon candidates seeking an Oregon Preliminary Administrator License must first complete all requirements, including all coursework and the practicum, before matriculating to the Ed.D.

Oregon candidates who have an Oregon Preliminary Administrative License (formerly the IAL) and a minimum of three years' experience in this role can be recommended for the Oregon Professional Administrator License (formerly the CAL) upon completion of the Ed.D. with a concentration in Administrative Leadership.

College of Arts & Sciences Transfer Policy

- **Master of Arts in Psychology: Community Psychology:** Up to six semester credits may transfer into this program from other regionally accredited institutions. All grades must be a B- or above.
- **Master of Arts in Teaching English to Speakers of Other Languages:** Nine semester credits may transfer into this program. All grades must be a B- or above.

Courses are evaluated on a line by line basis and content must be equivalent to our courses. The following courses must be taken here and cannot be transferred in: TESL 534 INTRO TO GRADUATE STUDIES, TESL 585 TESOL PRACTICUM, TESL 597 PROF ASSESSMENT SEMINAR, TESL 698 THESIS I, TESL 699 THESIS II, or TESL 587 IMMERSION PRACTICUM.

School of Management Transfer Policy

- **Master of Business Administration:** Up to 12 hours of graduate work may transfer in from other regionally accredited institutions. These may be transferred into the student's core or concentration requirements as long as the content and credits are equivalent as determined by the School of Management. Additionally, no credits earned toward a Concordia MBA can be more than seven years old and only final grades of A or B may be transferred into the MBA program. Students will generally complete MBA 501 FOUNDATIONS and MBA 509 STRUCTURED CAPSTONE PROJECT at CU.

COLLEGE OF EDUCATION – GRADUATE DEGREES

Concordia University's College of Education has been a pioneer in graduate education. Since 1996, the College of Education has offered the Master of Arts in Teaching and the Master of Education degrees. Many courses in both programs are now offered online to assist pre-service and in-service teachers with earning and maintaining licensing requirements. Visit <http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/master-education> for more information about each program including a chart of program delivery options.

Candidates can pursue a variety of graduate options through the College of Education:

- Doctorate of Education
- Master of Arts in Education Foundations
- Master of Arts in Teaching / Preliminary Teaching License in 11-month MAT (daytime) and 22-month MAT-E (evening) formats. A professional church worker option is also available.
- Master of Education
 - Administration
 - Career and Technical Education
 - Curriculum and Instruction
 - Educational Leadership
- Certificate Programs for Oregon and Washington Students
 - Preliminary Administrative Licensure (formerly the IAL)
 - Professional Administrative Licensure (formerly the CAL)
 - Health and Physical Education
 - Reading Interventionist
 - Teaching English Language Learners

MAT application deadlines:

- 11-month full-time MAT program
 - November 1 for the January start
 - March 1 for the June start
- 22-month part-time evening MAT-E program
 - June 1 for the August (Fall) start

Individuals in the M.Ed. or certificate programs can begin any semester.

Earning Multiple Graduate Degrees and Certificates

A student may earn up to two M.Ed. and two M.A. degrees, however these restrictions apply:

- A student may not earn two of the same degree from Concordia University if they overlap by more than nine semester credits of common requirements. In order for credits to apply to a student's second degree they must be less than seven years old and with a grade of B- or better. All seminar and capstone courses must be unique to each program. Where required by the program, EDGR 500 PROF PLAN SEMINAR (PPS) will need to be repeated for each degree and a new type of capstone course must be earned for the second degree; for example, if a student completes EDGR 698 ACTION RESEARCH for their first degree then EDGR 699 THESIS or EDGR 696 PRACTITIONER INQUIRY must be completed to earn the second degree.
- When the student has earned an M.Ed. or M.A. degree from Concordia University and now seeks to earn a certificate, there must be no more than six credits of overlapping coursework between the two. To carry forward up to six credits of overlapping coursework from the degree to the certificate, the credits must be less than seven years old and have an earned grade of B- or better.
- If a student has completed a certificate at Concordia University and would like to complete another certificate, there can be no more than six credits of overlapping coursework between the two. To carry up to six credits of overlapping coursework forward, the credits must be less than seven years old and have an earned grade of B- or better.
- Transfer work from outside institutions cannot be brought in in addition to the nine or six shared credits for degrees or certificates. Combinations of internal credits and transfer credits may be made as long as the total does not exceed the allowed credit total for the program.

Mission

With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, demonstrate effective teaching skills, and encourage life-long learning.

Doctorate of Education (Ed.D.)

Program Goals and Objectives

The Concordia University Doctoral Program is designed to prepare candidates to become transformational leaders, ready to make an immediate and long-term positive, educational impact in schools, government, academia, business, and not-for-profit organizations.

The Concordia Doctoral Program focuses on developing reflective practitioners and transformative leaders who:

- Understand the theoretical bases of practice, are able to turn theory into action, and can utilize skills and strategies to improve practice.
- Apply organizational skills and strategies, apply capacity-building program analyses, and have a willingness to recognize need and confront it with reason and grace.
- Are grounded with a solid ethical, moral, and faith-based truth-telling, integrity, and a spirit of service.
- Understand purposeful collaboration, democratic participation, and choice as a guiding style that produces strong and powerful results.
- Have the capacity to meld reason and imagination, analysis and hunch, and accept a tolerance for ambiguity.
- Have a willingness to think and act critically, unravel dense meaning, and probe complicated projects with sense and clarity.
- See themselves as scholars who are committed to study as intentional, intriguing, and inspiring.

Admission Requirements

- **Online Application**
- **Official transcripts** from a regionally accredited institution or institutions that awarded your master's degree and any post-master's credit with a GPA of 3.0 or better. You may submit the Transcript Release Form (http://www.cu-portland.edu/sites/default/files/pdf/Concordia%20University_Undergrad%20Transcript%20Release_150312.pdf) to authorize Concordia University to request official transcripts on your behalf. This is available only to US residents for US colleges and universities.

Note: If you are submitting transcripts from an institution outside of the United States

you will need to have them evaluated by one of our transcript evaluation partners (<http://www.cu-portland.edu/node/1017>).

- **Letter of intent** not more than 750 words explaining why you want to earn a doctorate degree, why you are choosing Concordia University-Portland, your commitment to complete the degree, and your plan to ensure you have the time and resources to be successful. Read additional letter of intent guidelines and details (<http://www.cu-portland.edu/node/2731>).
- **Example of original, scholarly writing** from graduate-level work that demonstrates your best scholarly writing. Read additional scholarly writing sample guidelines and details (<http://www.cu-portland.edu/node/2731>).
- **Résumé**, including references (explain your relationship with the references and include their contact information).
- **Interview** (may be required upon request from the review committee).

International applicants | *Note: Currently, international students may only complete the doctorate program in the online format.*

In addition to the above requirements, all international students must submit a passing score of an English proficiency test and other pertinent forms.

TOEFL | 600 Paper-Based | 100 Internet Based

Exception: International students whose undergraduate education took place in Australia, Canada (English-speaking provinces), United Kingdom, Ireland, New Zealand, or the U.S. are exempt from this requirement. Students born in one of these countries yet educated elsewhere are still required to satisfy the English proficiency requirement.

Submit your application materials

1. Please make sure your first and last names appear on all of your application materials.
2. Concordia must receive ALL items from the applicant before their application will be considered for review, including transcripts.
3. You may submit your materials (preferably in one packet) in one of the following methods:
 - Scan and email to applicationmaterials@cu-portland.edu
 - Fax to 503-280-8531
 - Mail to: Office of Admission

Concordia University
2811 NE Holman Street
Portland, OR 97211

Curriculum

The Concordia Education Doctoral Program is designed as a 3-year cohort matriculation process.

Core Curriculum (Year One)

- Orientation and Residency (Virtual or Campus)
- Core Course Curriculum
- Comprehensive Connection Paper

Concentration Curriculum (Year One & Two)

- 12 hours of concentration credit is required in Years One and Two of the program.

Research Curriculum (Year Two)

- Human research protections ethics training must be passed (<https://www.citiprogram.org/>) (<http://www.citiprogram.org/>)
- Initial literature reviewing begins in the research writing courses, which are followed by development of a research prospectus while the candidate matriculates through research methods and prospectus writing courses.
- Approval of a research prospectus by the program.
- Approval of the research by the Concordia University Institutional Review Board (CU IRB) is secured.
- Successful defense of the dissertation proposal.
- The candidate conducts research, keeping the Dissertation Committee apprised. Upon completion of research and writing up of the results, the candidate arranges for an oral defense of his or her project with the Dissertation Committee.
- A successful defense, required coursework, and completion of all university requirements will result in graduation from the Concordia Doctorate of Education Program, with an earned Doctor of Education degree.

Dissertation Curriculum (Year Two & Three)

- The candidate conducts research, keeping the Dissertation Committee apprised. Upon completion of research and writing up of the results, the candidate arranges for

an oral defense of their project with the Dissertation Committee.

- A successful defense, required coursework, and completion of all university requirements will result in graduation from the Concordia Doctorate of Education Program, with an earned Doctor of Education degree.

Human Research Protections

All Concordia doctoral candidates must become well versed in research ethics and all human subjects research must be approved by the Concordia University Institutional Review Board (CU IRB) before it can begin. Human subjects research educational modules provided by the Collaborative Institutional Training (<https://about.citiprogram.org/en/homepage>) Initiative (<https://about.citiprogram.org/en/homepage>) (CITI) online must be passed during Year Two of the doctoral program.

The CU IRB governs human subject research and grants permission to conduct research. Detailed information on the steps involved in submitting an IRB Application is available at www.cu-portland.edu/IRB (<http://www.cu-portland.edu/IRB>) (<http://www.cu-portland.edu/academics/office-research/institutional-review-board>). Your IRB Application must be submitted prior to defense of your research proposal during Year Two of the doctoral program.

Graduation Requirements

In order to graduate from the Doctorate of Education program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>.
 - To participate in a commencement ceremony, the Application for Graduation must be received by:
 - April 1 for Fall commencement
 - November 1 for Spring commencement
 - Ed.D. candidates participating in commencement must have successfully defended their dissertation at least 14 days prior to the scheduled date of commencement.
- Successful completion of a minimum of 59 semester hours
- Successful completion of all required courses

- At least 50% of the credits required for the program have been completed at Concordia University-Portland
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

Additional degree requirements are required following the dissertation defense, and are described in the Ed.D. Program Handbook. The Doctorate of Education degree is conferred only when all degree requirements have been completed. Candidates must maintain continuous enrollment while completing all degree requirements.

Doctorate of Education (59 credits)

Year One Core Courses (15 credits)

Code	Title	Credits
EDDC 712	THE ETHICAL EDUCATOR	3
EDDC 714	TRANSFORMATIONAL LEARNING	3
EDDC 716	CREATIVITY, INQUIRY & INNOVAT	3
EDDC 718	LEADING ORGANIZATIONAL CHANGE	3
EDDC 700	SCHOLARLY WRITING - IDENTITY	0.5
EDDC 701	SCHOLARLY WRITING - STYLE	0.5
EDDC 702	SCHOLARLY WRITING - ANALYSIS	0.5
EDDC 703	SCHOLARLY WRITING - SYNTHESIS	0.5
EDDC 704	SCHOLARLY WRITING - ISSUE EXPL	0.5
EDDC 705	SCHOLARLY WRITING - CONNECTNS	0.5
Total Credits		15

Year One & Two Concentration Courses - Select one (12 credits)

Administrative Leadership Concentration

The curriculum in the Administrative Leadership concentration encompasses visionary leadership, policy development, leading a "learning" organization, instructional improvement, effective management, inclusive practice, ethical leadership, and political, legal and socio-economic contexts of leadership and

administration. This concentration is designed for people interested in public or private sector professional and institutional management such as chief executives, superintendents, high-level non-school managers, supervisors, owners of NGOs, leaders of organizations formed to administer school functions, program administrators, organizational officers, department heads, law enforcement administrators, health care administrators, and certainly experienced and certificated principals, with at least 3 years administrative experience and current licensure.

Doctoral candidates who successfully complete Concordia's Ed.D. program with a concentration in administrative leadership "may qualify for waiver of the advanced institutional program or the assessment of advanced competencies" in Oregon, which is otherwise fulfilled by completing a separate Professional Administrative Licensure program, by providing an official doctoral transcript to TSPC for review after graduation (OAR 584-080-022 (4)(A)). Please note: Concordia's Ed.D. program is not an administrative licensure preparation program.

Code	Title	Credits
Administrative Leadership Concentration		
EDDA 720	GLBL ISSUES PLCY, PLNG & LDRSH	3
EDDA 721	NAVIGATING PERMANENT WHITEWATR	3
EDDA 722	LEADNG ACRSS CULTRS/ CMMUNITIES	3
EDDA 723	MENTRNG, SUSTNG & LVNG LEGCY	3
Total Credits		12

Higher Education Concentration

The Higher Education concentration includes an emphasis on both Higher Education Administration and Higher Education Teaching and is designed to prepare servant-leaders for leadership, teaching, and service positions in colleges, universities, community colleges, governmental agencies, educational associations, and other public and private post-secondary educational settings. It is anticipated that graduates of this terminal degree will pursue careers in teaching, admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

Code	Title	Credits
Higher Education Concentration		

EDDH 730	HIGHER ED: CURRICULUM & LDRSH	3
EDDH 731	HIGHER ED:FINACE & FACLTs MGMT	3
EDDH 732	HIGHER ED:HUMN ISSUES,ACCT,ADMN	3
EDDH 733	HIGHER EDUCATION LAW	3
Total Credits		12

Instructional Leadership Concentration

The Instructional Leadership concentration develops the knowledge, skills, and capacity to positively impact practice, programs, and policy, no matter the organization or position. Through professional development, systemic innovation, or program facilitation, candidates who plan on leadership roles as team leaders, department heads, instructional coaches, staff developers, mentors, teachers on special assignment, data teams, and so on, will want to enroll in the Instructional Leadership concentration.

Code	Title	Credits
Instructional Leadership Concentration		
EDDL 740	LEADING WITHOUT AUTHORITY	3
EDDL 741	CREATING A GREATER COMMUNITY	3
EDDL 742	GOOD TEACHING IS NOT ENOUGH	3
EDDL 743	ASSESNG LRNG FOR STUDNT ACHV	3
Total Credits		12

Professional Leadership, Inquiry, and Transformation Concentration

The Professional Leadership, Inquiry, and Transformation (Pro LIT) concentration enables candidates to design and implement a program of study from existing concentration coursework except Administrative Leadership. This choice, flexibility, and electivity is intended to better match or fit candidates' purposes, goals, and needs than one concentration alone could. To that end, candidates will apply for the Pro LIT concentration by submitting to the Director of Doctoral Studies a rationale that includes the purpose, goals, and course titles of the 12 credits to be taken. Upon approval candidates can commence Pro LIT coursework at the next available course start. Courses in the Administrative Leadership concentration cannot be selected and no licenses, certification, or endorsements are part of the Pro LIT concentration.

Code	Title	Credits
Professional Leadership, Inquiry, and Transformation Concentration		

This concentration can only be completed by taking any combination of the concentration courses offered in the Higher Education, Instructional Leadership, or Transformational Leadership concentrations or a combination of these courses and approved transfer credit. To declare this concentration, a student must meet with their advisor who will submit an approved Degree Completion Plan (DCP).

Transformational Leadership Concentration

Transformational Leadership is a leadership and administrative concentration. It was designed for diverse fields of leadership and administration outside of K–12 that may not fit into Instructional Leadership or Administrative Leadership. For example, people wanting to advance in business, organization, and church leadership and management will want this concentration. Leaders in community organizations, non-profits, professional development, consulting, and seminar and conference leaders would choose this concentration.

Code	Title	Credits
Transformational Leadership Concentration		
EDDT 750	VOICES OF LEADERSHIP	3
EDDT 751	HOW PROGRAMS REALLY WORK	3
EDDT 752	MOVING ORGANIZATIONL KNOWLEDGE	3
EDDT 753	COMMUNCTN, COLLABRTN & CULTR	3
Total Credits		12

Year Two Research Courses (8 credits)

Code	Title	Credits
EDDR 706	RESEARCH WRITING LIT SEARCH	0.5
EDDR 707	RESEARCH WRITING LIT REVIEW	0.5
EDDR 708	PROSPECTUS WRITING QUANT RESCH	0.5
EDDR 709	PROSPECTUS WRITING QUAL RESCH	0.5
EDDR 790	QUANTITATIVE RESEARCH METHODS	3
EDDR 791	QUALITATIVE RESEARCH METHODS	3
Total Credits		8

Year Two & Three Research Courses (at least 24 credits)

Code	Title	Credits
EDDR 798	DISSERTATION (Must take a minimum of eight times)	3
May be repeated for additional credit within the seven-year time limit to earn the degree. Please meet with the Department and Financial Aid for details.		
Total Credits		24

EDDA 615 GLBL ISSUES POLCY,PLNG & LDRSHP Credits: 3

This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role that leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

EDDA 619 NAVIGATING PERMANENT WHITEWATR Credits: 3

Permanent white water consists of organizational events that are surprising, novel, messy, costly, and often unpreventable. Educational leaders are concerned with the subjective feel of these events as much as their objective existence. Experienced executives and others in organizations perceive that what they are trying to do is becoming more complex, problematic, and contingent. In permanent whitewater, leadership is usually exploration and discovery. Organizational members are constantly on process frontiers, where they must find ways of doing something they have never done before yet where there is little precedent to guide them. The feeling of 'playing a whole new ball game' thoroughly pervades organizational life. This means that beyond all of the other new skills and attitudes that permanent white water requires, people have to be extremely effective learners.

EDDA 628 LEADNG ACRS CULTRS & COMMUNITIS Credits: 3

Leading across cultures and communities involves a range of increasingly complex issues—the shifts in cultural practices and racial, ethnic, and linguistic diversity and the implications of these shifts for fostering learning in educational learning communities. Consideration of the factors that put children at a disadvantage, as well as investigating specific family, community, and cultural assets that support high levels of academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, neighborhood, and community levels in which schools live and operate, as well as the national and international levels where cross-cultural concerns, globalization, immigration, multiculturalism, and citizenship play an increasingly important role.

EDDA 629 PURSNG TCHR QLTY: PLCY & PRACT Credits: 3

Pursuing Teacher Quality explores the political and social calls for accountability in public schools that have led policymakers at all levels to seek ways to improve the quality of teaching. Teacher effectiveness has become a prominent component of many school reform efforts from the highly qualified teacher requirement of NCLB to the Common Core Standards and the renewed interest in merit pay. This course will examine the research base and seminal authors and reports, defining policy, evidence of implementation, and evaluative practices of current efforts meant to improve teacher quality.

EDDA 638 TAKING ON SYSM: PPL, PWR & POL Credits: 3

Education is inherently political. The experience of schooling is aimed at educational achievement as a key to the economic success of individuals and groups. This course examines the politics of education. It considers how institutions such as school boards, legislators, and political leaders interact and react to constituents such as parents, advocates, the media, and the general public, shaping schooling and the consequences for students. Past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts will be topics of the course, examined through the twin lens of political science and educational policy.

**EDDA 644 MENTRNG,SUSTNG & LVNG
LEGCY Credits: 3**

Great leaders – whether they lead entire organizations or groups within them – leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. As leaders, whether we realize it or not, we are leaving a legacy with the decisions we make and the actions we take. Our legacy is revealed in how others who work with us, for us, and beside us feel and think about us as a result of having been in our presence. A culture has been created where visible and accountability systems drive clarity, connectivity, and consistency throughout the organization. There are expectations of engagement, production, and satisfaction. Others are inspired to grow, to develop, and to excel. Cultivate qualities that live on in sustainable performance systems because legacy matters.

**EDDA 720 GLBL ISSUES PLCY, PLNG &
LDRSHP Credits: 3**

This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role that leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

**EDDA 721 NAVIGATING PERMANENT
WHITEWATR Credits: 3**

Permanent white water consists of organizational events that are surprising, novel, messy, costly, and often unpreventable. Educational leaders are concerned with the subjective feel of these events as much as their objective existence. Experienced executives and others in organizations perceive that what they are trying to do is becoming more complex, problematic, and contingent. In permanent whitewater, leadership is usually exploration and discovery. Organizational members are constantly on process frontiers, where they must find ways of doing something they have never done before yet where there is little precedent to guide them. The feeling of 'playing a whole new ball game' thoroughly pervades organizational life. This means that beyond all of the other new skills and attitudes that permanent white water requires, people have to be extremely effective learners.

**EDDA 722 LEADNG ACRSS CULTRS/
COMMUNITIES Credits: 3**

Leading across cultures and communities involves a range of increasingly complex issues—the shifts in cultural practices and racial, ethnic, and linguistic diversity and the implications of these shifts for fostering learning in educational learning communities. Consideration of the factors that put children at a disadvantage, as well as investigating specific family, community, and cultural assets that support high levels of academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, neighborhood, and community levels in which schools live and operate, as well as the national and international levels where cross-cultural concerns, globalization, immigration, multiculturalism, and citizenship play an increasingly important role.

**EDDA 723 MENTRNG, SUSTNG & LVNG
LEGCY Credits: 3**

Great leaders – whether they lead entire organizations or groups within them – leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. As leaders, whether we realize it or not, we are leaving a legacy with the decisions we make and the actions we take. Our legacy is revealed in how others who work with us, for us, and beside us feel and think about us as a result of having been in our presence. A culture has been created where visible and accountability systems drive clarity, connectivity, and consistency throughout the organization. There are expectations of engagement, production, and satisfaction. Others are inspired to grow, to develop, and to excel. Cultivate qualities that live on in sustainable performance systems because legacy matters.

**EDDC 600A NINE LIVES OF SCHOL WRIT
I Credits: 0.5**

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Corequisites: EDDC 615.

**EDDC 600B NINE LIVES OF SCHOL WRIT
I Credits: 0.5**

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 600A with a B- or higher

Corequisites: EDDC 605.

EDDC 602A NINE LIVES OF SCHOL WRIT II Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 600B with a B- or higher
Corequisites: EDDC 620.

EDDC 602B NINE LIVES OF SCHOL WRIT II Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 602A with a B- or higher
Corequisites: EDDC 608.

EDDC 603A NINE LIVES OF SCHOL WRIT III Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 602B with a B- or higher
Corequisites: EDDC 618.

EDDC 603B NINE LIVES OF SCHOL WRIT III Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 603A with a B- or higher
Corequisites: EDDC 611.

EDDC 605 TRANSFORMATIONAL LEARNING Credits: 3

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their world-view to move away from knowledge transmission towards transformational learning. Candidates will deconstruct conformity to social and cultural canons which have permeated U.S. public schools to a negative effect. They will examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

Corequisites: EDDC 600B.

EDDC 608 QUANTITATIVE RESEARCH METHODS Credits: 3

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, including descriptive, inferential, and probability statistics, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. The quantitative research designs of survey, correlation, causal-comparative, and comparative will be examined.

Corequisites: EDDC 602B.

EDDC 611 QUALITATIVE RESEARCH METHODS Credits: 3

The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates will apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, grounded theory, ethnography, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis will be examined through these six strategies of inquiry.

Corequisites: EDDC 603B.

EDDC 615 THE ETHICAL EDUCATOR Credits: 3

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. The course will emphasize human subjects research issues of harm and deception. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, students will have the opportunity to transform their personal and professional ethical lives and priorities.

Corequisites: EDDC 600A.

EDDC 618 LEADING ORGANIZATIONAL CHANGE Credits: 3

This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the what, why, and how of planned change in diverse educational settings from pre-school to graduate school. Additionally, the course content is undergirded by person-centered values, democratic leadership skills, as well as the ideology of service-management, and is aimed at facilitating excellent in student-centered teaching and learning.

EDDC 620 CREATIVITY, INQUIRY & INNOVATE Credits: 3

This course emphasizes the need for organizations to foster an environment where creativity, inventiveness and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant break-through contributions in the areas of science, music, art, and business. The course will address such questions as What is the essence of creative work? Can creativity be learned? How critical is it for organizations and leaders to innovate? What conditions are necessary in the workplace to foster an environment where creativity, experimentation and innovation are welcomed? Who determines what is creative and what is not? Why is innovation more likely found in the commercial and nonprofit sector rather than schools? Lastly, the course hopes to tap the creative potential within all of us and illustrate its value for our own growth as well as the health of the organization.

EDDC 700 SCHOLARLY WRITING - IDENTITY Credits: 0.5

The first-year writing journey begins with a focus on the scholar as a writer: the writer's identity. Students will explore their current and past writing practices and processes, and then articulate who they currently are as writers. The course also focuses on issues such as writer's block, writing anxieties, and APA style citation practices.

Corequisites: EDDC 712.

EDDC 701 SCHOLARLY WRITING - STYLE Credits: 0.5

This course moves the student journey from an examination of their identity as a writer to examining the elements of style in their current writing practices. Students will improve their own writing through a detailed examination of style. Students will become more proficient in making stylistic choices for their academic writing, including choosing appropriate words, constructing and punctuating sentences, and weaving paragraphs into elegant compositions.

Prerequisites: EDDC 700 with a B- or higher

Corequisites: EDDC 714.

EDDC 702 SCHOLARLY WRITING - ANALYSIS Credits: 0.5

This course emphasizes the key role that the research literature plays in knowledge use and creation at the doctoral level. Students will strengthen their skills in locating literatures relevant to their research areas and in reading the literatures critically and efficiently. Through analyzing articles to identify the techniques scholarly writers use, students will pinpoint the choices writers make to effectively communicate ideas as well as to create and support knowledge claims.

Prerequisites: EDDC 701 with a B- or higher

Corequisites: EDDC 716.

EDDC 703 SCHOLARLY WRITING - SYNTHESIS Credits: 0.5

This course moves beyond the analysis of literature to the practice of developing synthesized arguments that are grounded in the literature. Students will explore ways of engaging with other scholars' voices to develop their own argument about a research topic.

Prerequisites: EDDC 702 with a B- or higher

Corequisites: EDDC 718.

EDDC 704 SCHOLARLY WRITING - ISSUE EXPL Credits: 0.5

In this course, students will explore several possible dissertation topics to identify the potential viability of them. The student will then select one topic to explore in more depth in preparation for the initial literature review in EDDC 706. Students will leave this course with an essay that explores the topic along with a list of possible questions to ask about the topic.

Prerequisites: EDDC 703 with a B- or higher.

EDDC 705 SCHOLARLY WRITING - CONNECTNS Credits: 0.5

In this course, candidates will develop a Comprehensive Connection Paper that applies the core curriculum and literature to a dissertation topic that was explored in EDDC 704. Candidates will demonstrate the ability to analyze and synthesize core learning, and apply theoretical and practical knowledge to a viable research topic. Candidates will write and submit a first year critical assessment for review by the program in order to demonstrate readiness for advanced dissertation research and writing.

Prerequisites: EDDC 704 with a B- or higher.

EDDC 712 THE ETHICAL EDUCATOR Credits: 3

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. The course will emphasize human subjects research issues of harm and deception. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, students will have the opportunity to transform their personal and professional ethical lives and priorities.

Corequisites: EDDC 700.

EDDC 714 TRANSFORMATIONAL LEARNING Credits: 3

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their world-view to move away from knowledge transmission towards transformational learning. Candidates will deconstruct conformity to social and cultural canons which have permeated U.S. public schools to a negative effect. They will examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

Corequisites: EDDC 701.

EDDC 716 CREATIVITY, INQUIRY & INNOVAT Credits: 3

This course emphasizes the need for organizations to foster an environment where creativity, inventiveness and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant break-through contributions in the areas of science, music, art, and business. The course will address such questions as What is the essence of creative work? Can creativity be learned? How critical is it for organizations and leaders to innovate? What conditions are necessary in the workplace to foster an environment where creativity, experimentation and innovation are welcomed? Who determines what is creative and what is not? Why is innovation more likely found in the commercial and nonprofit sector rather than schools? Lastly, the course hopes to tap the creative potential within all of us and illustrate its value for our own growth as well as the health of the organization.

Corequisites: EDDC 702.

EDDC 718 LEADING ORGANIZATIONAL CHANGE Credits: 3

This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the what, why, and how of planned change in diverse educational settings from pre-school to graduate school. Additionally, the course content is undergirded by person-centered values, democratic leadership skills, as well as the ideology of service-management, and is aimed at facilitating excellent in student-centered teaching and learning.

Corequisites: EDDC 703.

EDDH 621 CRITICAL ISSUES IN HIGHER ED Credits: 3

This course will explore the challenges and opportunities that exist in America's system of higher education. Students will develop leadership skills in analyzing higher education issues and making informed decisions, based on this analysis, relative to higher education practice. Included in this course will be a study of the impact that state and federal policies have on higher education and the significant role that higher education leadership has in examining and influencing these policies. A particular emphasis will be placed on utilizing appropriate resources to be well-informed on issues facing higher education and developing skills essential to presenting one's perspective through debate and advocacy in order to be an effective leader in higher education.

EDDH 623 HIGHER ED:CURRICULUM & LDRSHP Credits: 3

This course addresses the need for administrators and teacher leaders to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Students will explore a wide variety of curricula and instructional and assessment applications, including curriculum theory, instructional theory and practice, curriculum designed for the gifted and talented, curriculum designed for special needs populations, and educational technology. The aim of the course is to prepare higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education today and in the future.

EDDH 630 HIGHER ED:FINACE & FACLTs MGMT Credits: 3

This course will provide a contextual framework for students to understand factors affecting the financial wellbeing of higher education institutions and how these factors affect an institution's long term viability, sustainability and ability to deliver on their mission.

EDDH 633 HIGHER ED:HUMN ISS,ACCT&ADMIN Credits: 3

This course examines the character and structure of the American Postsecondary Education system. Students will explore the history, major participants, and forces that have shaped the American postsecondary enterprise through a study of six components: history of American higher education, diversity of institutions within higher education, benefits of higher education, diversity of students within American higher education, issues of autonomy, accreditation, accountability, academic freedom and federal and state coordination of higher education institutions, and future trends in American higher education.

EDDH 638 HIGHER EDUCATION LAW Credits: 3

Leadership in American higher education demands an understanding of the legal context of that service, and its policy implications. This course will provide students with an overview of the laws and legal precedent most relevant to higher education and will introduce students to methods of legal analysis and decision-making so that they can anticipate, recognize and appropriately address legal issues as higher education leaders. Additionally, students will learn how to incorporate legal advice from attorneys into decision-making. Students will also learn to access court cases, regulations, statutes, and understand the legal relationships among these various sources of law. The primary format for this course will be reflection and discussion, based on articulating deep analytical thinking, both orally and in writing.

EDDH 640 TECH & REV IN HIGHER ED Credits: 3

Higher education is in the midst of a revolution. Technology has already changed the way we organize and live our lives, and higher education is scurrying to adapt to the rapidity of the digital age. This course investigates the current forces accelerating change in traditional higher education, conducts research to determine what a transformed learning environment could be, and promotes the need for higher education to take the lead in realizing a new vision for teaching and learning.

EDDH 730 HIGHER ED: CURRICULUM & LDRSHP Credits: 3

This course addresses the need for administrators and teacher leaders to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Students will explore a wide variety of curricula and instructional and assessment applications, including curriculum theory, instructional theory and practice, curriculum designed for the gifted and talented, curriculum designed for special needs populations, and educational technology. The aim of the course is to prepare higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education today and in the future.

EDDH 731 HIGHER ED:FINACE & FACLTs MGMT Credits: 3

This course will provide a contextual framework for students to understand factors affecting the financial wellbeing of higher education institutions and how these factors affect an institution's long term viability, sustainability and ability to deliver on their mission.

EDDH 732 HIGHER ED:HUMN ISSUES,ACCT,ADMN Credits: 3

This course examines the character and structure of the American Postsecondary Education system. Students will explore the history, major participants, and forces that have shaped the American postsecondary enterprise through a study of six components: history of American higher education, diversity of institutions within higher education, benefits of higher education, diversity of students within American higher education, issues of autonomy, accreditation, accountability, academic freedom and federal and state coordination of higher education institutions, and future trends in American higher education.

EDDH 733 HIGHER EDUCATION LAW Credits: 3

Leadership in American higher education demands an understanding of the legal context of that service, and its policy implications. This course will provide students with an overview of the laws and legal precedent most relevant to higher education and will introduce students to methods of legal analysis and decision-making so that they can anticipate, recognize and appropriately address legal issues as higher education leaders. Additionally, students will learn how to incorporate legal advice from attorneys into decision-making. Students will also learn to access court cases, regulations, statutes, and understand the legal relationships among these various sources of law. The primary format for this course will be reflection and discussion, based on articulating deep analytical thinking, both orally and in writing.

EDDL 613 LEADING WITHOUT AUTHORITY Credits: 3

This course examines and provides resources to apply the powerful approach of servant-leadership. This approach emphasizes leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more he or she is responsible for the growth and well-being of others. Leaders in all organizations, schools, and businesses influence change and re-shape working culture most effectively when empowering others, that is, when leaders tap into the talents of colleagues, and lead by example. Those who understand the art of leading without authority will inspire commitment and leadership development in others.

EDDL 614 CREATING A GREATER COMMUNITY Credits: 3

This course focuses on the structure and impact of successful and effective family, school, and community partnerships. Candidates examine the knowledge, dispositions, and skills required by leaders to understand and respond to diverse community systems, interests, and needs. Candidates explore techniques to collaborate effectively with families, stakeholders, and community members and to mobilize community resources. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building and communication.

EDDL 625 GOOD TEACHING IS NOT ENOUGH Credits: 3

This course introduces and examines multiple perspectives on the concept of college readiness, with focused attention given to cognitive strategies, content knowledge, learning skills, and transition knowledge. The course establishes a foundation for understanding the purposes, theories, and methods for achieving college readiness in schools across the country. Candidates develop skills to analyze and improve the college readiness of students. Candidates participate in a forum to explore issues of equity, access, and achievement that lead to disparities in the levels of college readiness among subgroups of students. The relationships between Common Core State Standards, college readiness, implementation efforts, and the opportunity gap that remains are examined.

EDDL 626 REIMGING THE EDUCNTNL ENTRPRSE Credits: 3

This course focuses on skills and teamwork to devise alternatives to traditional schools and organizations. Participants will use a comprehensive process to collaboratively create a description of a new and innovative school using research-based conceptual frameworks encompassing school standards, elements of effective schools, educational leadership, and program evaluation. These frameworks involve strategies and innovative thinking that will prove to be productive in all leadership endeavors. Candidates participating in this course will develop leadership skills for the improvement of organizations and cultures.

EDDL 636 ASSESNG LRNG FOR STUDNT ACHV Credits: 3

This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues that educators should consider as they design and use assessments focused on learner needs. The emphasis in the course is implementation, data collection, analysis, and reporting of results on assessment projects. Understandings and skills include: developing and using assessments, basic psychometric statistics, grading, communicating assessment information, testing ethics, locating and evaluating measures, and assessments used for educational policy decisions.

EDDL 637 THE INTERNATIONAL CHALLENGE Credits: 3

The content of this course focuses on looking outside of the American schooling paradigm to discover what we can learn from educational systems worldwide. The course includes a review of the complex issues surrounding the concepts of schooling and education. Rapid, constant, and interdependent global changes present new challenges and opportunities to critically examine current models of education. Candidates will grapple with broader societal issues through the lens of a global environment. As the international community seeks to strengthen its collective efforts, it is crucial to look ahead and chart new paradigms to help guide education forward.

EDDL 740 LEADING WITHOUT AUTHORITY Credits: 3

This course examines and provides resources to apply the powerful approach of servant-leadership. This approach emphasizes leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more he or she is responsible for the growth and well-being of others. Leaders in all organizations, schools, and businesses influence change and re-shape working culture most effectively when empowering others, that is, when leaders tap into the talents of colleagues, and lead by example. Those who understand the art of leading without authority will inspire commitment and leadership development in others.

EDDL 741 CREATING A GREATER COMMUNITY Credits: 3

This course focuses on the structure and impact of successful and effective family, school, and community partnerships. Candidates examine the knowledge, dispositions, and skills required by leaders to understand and respond to diverse community systems, interests, and needs. Candidates explore techniques to collaborate effectively with families, stakeholders, and community members and to mobilize community resources. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building and communication.

EDDL 742 GOOD TEACHING IS NOT ENOUGH Credits: 3

This course introduces and examines multiple perspectives on the concept of college readiness, with focused attention given to cognitive strategies, content knowledge, learning skills, and transition knowledge. The course establishes a foundation for understanding the purposes, theories, and methods for achieving college readiness in schools across the country. Candidates develop skills to analyze and improve the college readiness of students. Candidates participate in a forum to explore issues of equity, access, and achievement that lead to disparities in the levels of college readiness among subgroups of students. The relationships between Common Core State Standards, college readiness, implementation efforts, and the opportunity gap that remains are examined.

EDDL 743 ASSESSING LEARNING FOR STUDENT ACHIEVEMENT Credits: 3

This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues that educators should consider as they design and use assessments focused on learner needs. The emphasis in the course is implementation, data collection, analysis, and reporting of results on assessment projects. Understandings and skills include: developing and using assessments, basic psychometric statistics, grading, communicating assessment information, testing ethics, locating and evaluating measures, and assessments used for educational policy decisions.

EDDR 610 SCHOLARS BEFORE RESEARCH I Credits: 2

Scholars Before Researchers I and II are courses taken back-to-back in Phase III. The classes are devoted to researching and drafting Chapters One and Two of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. Students will leave the course with a completed draft of their dissertation literature review. The course is taught by the Faculty Chair who is involved in the process from topic formulation to proposal defense.

Prerequisites: EDDC 603B, and EDDT 652 or EDDT 653 or EDDT 654 with a B- or higher, and a CITI test score of 80% or higher.

EDDR 619 SCHOLARS BEFORE RESEARCH II Credits: 2

Scholars Before Researchers I and II are courses taken back-to-back in the first semester of Phase III. The classes are devoted to researching and drafting Chapters One and Two of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. Students will leave the course with a completed draft of their dissertation literature review. The course is taught by the Faculty Chair who is involved in the process from topic formulation to proposal defense.

Prerequisites: EDDR 610.

EDDR 620 IRM I Credits: 2

The Intense Research Module (IRM) I and II courses assist the candidate in developing the research design and the methods that are employed in the Phase IV research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design.

Pre-requisites: EDDR 619.

EDDR 621 IRM II Credits: 2

The Intense Research Module (IRM) I and II courses assist the candidate in developing the research design and the methods that are employed in the Phase IV research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design.

Pre-requisites: EDDR 619.

EDDR 697 PROPOSAL DEVELOPMENT Credits: 2

This course is designed to assist doctoral candidates in completing their dissertation proposals and prepares candidates to defend a dissertation proposal before their dissertation committee. The course continues the Phase III emphasis on developing Scholars Before Researchers by guiding candidates to develop professional writing, research, and presentation skills. Candidates' Faculty Chairs will instruct, mentor, and advise candidates as they: revise Chapters 2 and 3 of the proposal, write the Chapter 1: Introduction, and then synthesize the full proposal in order to ensure it is defense-worthy. The full dissertation committee will provide input, critique, and support during the development and defense process.

Pre-requisites: EDDR 620 and EDDR 621.

EDDR 698 DISSERTATION Credit: 1.5

Under the guidance of the Faculty Chair and dissertation committee, research field experience is completed during EDDR 698, followed by: the writing of Chapter Four (Data Analysis and Results) and Chapter Five (Conclusions and Discussion); completion of any revisions or updates to the proposal; and completion of the full dissertation, which is then defended before the dissertation committee. The dissertation is a scholarly document or presentation intended to demonstrate the research competence of the author and to produce greater understanding resulting from comprehensive, logical, and ethical investigation. The dissertation is an expression of a high level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

Pre-Requisites: EDDR 697 or concurrent enrollment.

EDDR 706 RESEARCH WRITING LIT SEARCH Credits: 0.5

This course focuses on library research in support of a literature review along with continuing development of students' academic writing. The course builds upon the critical thinking practices developed in EDDC 702 and 703, and it emphasizes the interrelatedness of critical reading, writing, and thinking in the pursuit of identifying and understanding the research literature on a topic. Students will locate and closely examine peer-reviewed, published research articles on their chosen dissertation topic. Students will leave this course with a substantial annotated bibliography of literatures on their topic and a completed literature matrix.

Prerequisites: EDDC 705 with a B- or higher.

EDDR 707 RESEARCH WRITING LIT REVIEW Credits: 0.5

This course builds upon the work completed in EDDR 706. Students will use the annotated bibliography and matrix to write an initial Literature Review that presents an argument about the state of research on their topics. Substantial time will be devoted to critiquing previously written Literature Reviews as a way of helping the student understand the differences between a well-written and a poorly-written literature review. The completed literature review will provide the foundation for developing a quantitative research question and prospectus about the topic in EDDR 708 and a qualitative research question and prospectus for the topic in EDDR 709.

Prerequisites: EDDR 706 with a B- or higher.

EDDR 708 PROSPECTUS WRITING QUANT RESCH Credits: 0.5

This course focuses on developing scholarship and understanding in behavioral and social science quantitative research. Doctoral candidates will craft an initial quantitative research prospectus based on the quantitative research question developed previously in EDDR 707. Candidates will identify their research niche (i.e., find a gap, or weak connection, or alternate connection in literature); establish their research niche (i.e., situate their research question in context, purpose, and conceptual framework); and occupy their research niche (i.e., state the proposed study's significance and the nature of the study, operationalize variables, and determine assumptions, delimitations and limitations).

Prerequisites: EDDR 706 and EDDR 707 with a B- or higher

Corequisites: EDDR 790.

EDDR 709 PROSPECTUS WRITING QUAL RESCH Credits: 0.5

The prospectus is a preliminary description of the proposed research study. The prospectus provides doctoral candidates the opportunity to develop a draft of a qualitative research prospectus, under the guidance of their Faculty Chair. The prospectus demonstrates the doctoral candidate's ability to present his or her view of an investigative passion or situation, as a research idea, that he or she is making a case for using relevant, rigorous, and feasible methods.

Prerequisites: EDDR 706 and EDDR 707 with a B- or higher

Corequisites: EDDR 791.

EDDR 790 QUANTITATIVE RESEARCH METHODS Credits: 3

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, including descriptive, inferential, and probability statistics, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. The quantitative research designs of survey, correlation, causal-comparative, and comparative will be examined.

Corequisites: EDDR 708.

EDDR 791 QUALITATIVE RESEARCH METHODS Credits: 3

The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates will apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, grounded theory, ethnography, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis will be examined through these six strategies of inquiry.

Corequisites: EDDR 709.

EDDR 798 DISSERTATION Credits: 3

Under the guidance of the Faculty Chair and dissertation committee, candidates will develop and execute a feasible, ethical, and scientifically valid dissertation research study and write a dissertation to report the development, execution, and completion of the study. The dissertation will include: a logical, organized Introduction; a synthesized Literature Review; a well-articulated and sound Methodology; a scientifically accurate and precise presentation of Data Analysis and Results; and, a well-developed Discussion and Conclusion. The dissertation is a scholarly document or presentation intended to demonstrate the research competence of the author and to produce greater understanding resulting from a comprehensive, logical, and ethical investigation. The dissertation is an expression of a high level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

Prerequisites: EDDR 790 and EDDR 791 with a B- or higher; EDDR 708 and EDDR 709.

EDDT 620 VOICES OF LEADERSHIP Credits: 3

This course provides a review of leadership styles and attributes through the lens of historic and current examples of leadership. Students will engage in applying leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion; potential selections include presidents of the United States, Phil Jackson, Nelson Mandela, Harriet Tubman, Margaret Thatcher, Oprah Winfrey, Adolf Hitler, and Steve Jobs. The course emphasizes a close examination of how and what made these leaders successful by studying their leadership techniques and their careers. The course challenges students to evaluate how these individuals developed as leaders and how they develop others around them. Students will engage in developing their own leadership voice through analysis, assessment, and reflection as well as increasing the potential and capabilities of those they lead.

EDDT 622 RELIGION/DENSE MEAN: PARABLES Credits: 3

This course explores the nature of sacred texts for practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

EDDT 624 HOW PROGRAMS REALLY WORK Credits: 3

The goal of this course is to help candidates develop understandings and skills needed to make decisions that lead to improved program performance. Program evaluation is derived from the idea that social programs should have demonstrable effects and those effects should in some way outweigh the costs of the programing. This course is an examination of evaluation theory and approaches and is designed to provide students an introduction to program evaluation practice including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments will be focused on the most important and perhaps most difficult question: How to measure the impact of a program?

EDDT 631 TRNSFRMG MISSION-DRIVEN ORG Credits: 3

Although the missions may vary—educational, environmental, spiritual, economic, health, children and youth—mission-driven organizations (MDOs) are distinct entities that focus more on achieving the organizational vision than making a profit margin. This course introduces and examines the concept of mission-driven organizations (typically called non-profit or social sector organizations) and how to lead them. The course establishes a foundation for understanding the rationales for these types of organizations and the methods of leadership employed in social sectors. The course conducts an analysis of the various aspects of MDO leadership including vision, strategy, governance, funding, and metrics as well as analyzes the current practices of MDO leaders and the critical issues and unique challenges faced by these leaders. The course employs case study analysis and strategic plan development to assist students in developing a capacity for change and to increase the effectiveness of their own organizations. Students will examine various types of MDOs while following one organization of their choosing throughout the course that will serve as the unit of analysis in the final comprehensive paper.

EDDT 634 MOVING ORGANIZATINL KNOWLEDGE Credits: 3

A survey of principles and practices of sociological knowledge management applied to the movement of organizational knowledge. This course identifies organizational knowledge limitations and provides strategies aimed at increasing organizational knowledge/involvement strategies to better meet organizational objectives. The focus is how to identify and execute needs assessments by way of strategically involving stakeholders within the organization/school. Organizational communication methodologies will be studied within the process. This course examines practical strategies to disseminate and move knowledge, organizationally. The course will explore the theory and practice applied to a wide variety of entities, such as Education (higher and elementary/secondary education), churches, and profit/non-profit. Interdisciplinary fields of study will be incorporated, such, but not limited to strategic management, organizational behavior and communication.

EDDT 641 LEADING THE LRNING ORGANZTN Credits: 3

In this course learners will be introduced to the importance of a learning organization as a system. Students will focus study on creating a sustained organizational learning environment that enhances the learning capability and intellectual capacity that will result in individuals and organizations with a strategic advantage. The appropriate use of knowledge will allow the scholar practitioner to explore practices and behaviors which promote individual and organizational learning and growth, as well as identify barriers which may prevent effective knowledge growth.

EDDT 645 COMMUNCTN,COLLABRTN & CULTR Credits: 3

Given the diverse nature of an organization of people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration—working together in a cooperative and coordinated way in the interest of a common cause. In order to produce effective change, a supportive organizational culture has to be present. That culture must support and value change and quality improvement. Research findings support that any outcome could be improved if people work well together as a team. This course will examine the development of better practices for creating and sustaining a culture of collaboration.

EDDT 651 RELIGION AND EXTREMISM Credits: 3

Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.

EDDT 652 RELIGION IN THE MODERN WORLD Credits: 4

This seminar investigates the interface of religion and contemporary society through fundamental questions about the meaning of life, the reality of God, and truth and values to live by in a postmodern context. The student will examine critically his/her own beliefs and values in the light of popular assumptions and prevalent attitudes in our time, and the deeper questions of life that are addressed by various religious approaches.

EDDT 653 RELIGION AND DENSE MEANING Credits: 4

This course explores the nature of sacred texts for practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

EDDT 654 RELIGION AND EXTREMISM Credits: 4

Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.

EDDT 750 VOICES OF LEADERSHIP Credits: 3

This course provides a review of leadership styles and attributes through the lens of historic and current examples of leadership. Students will engage in applying leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion; potential selections include presidents of the United States, Phil Jackson, Nelson Mandela, Harriet Tubman, Margaret Thatcher, Oprah Winfrey, Adolf Hitler, and Steve Jobs. The course emphasizes a close examination of how and what made these leaders successful by studying their leadership techniques and their careers. The course challenges students to evaluate how these individuals developed as leaders and how they develop others around them. Students will engage in developing their own leadership voice through analysis, assessment, and reflection as well as increasing the potential and capabilities of those they lead.

EDDT 751 HOW PROGRAMS REALLY WORK Credits: 3

The goal of this course is to help candidates develop understandings and skills needed to make decisions that lead to improved program performance. Program evaluation is derived from the idea that social programs should have demonstrable effects and those effects should in some way outweigh the costs of the programing. This course is an examination of evaluation theory and approaches and is designed to provide students an introduction to program evaluation practice including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments will be focused on the most important and perhaps most difficult question: How to measure the impact of a program?.

EDDT 752 MOVING ORGANIZATIONAL KNOWLEDGE Credits: 3

A survey of principles and practices of sociological knowledge management applied to the movement of organizational knowledge. This course identifies organizational knowledge limitations and provides strategies aimed at increasing organizational knowledge/involvement strategies to better meet organizational objectives. The focus is how to identify and execute needs assessments by way of strategically involving stakeholders within the organization/school. Organizational communication methodologies will be studied within the process. This course examines practical strategies to disseminate and move knowledge, organizationally. The course will explore the theory and practice applied to a wide variety of entities, such as Education (higher and elementary/secondary education), churches, and profit/non-profit. Interdisciplinary fields of study will be incorporated, such, but not limited to strategic management, organizational behavior and communication.

EDDT 753 COMMUNCTN, COLLABRTN & CULTR Credits: 3

Given the diverse nature of an organization of people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration—working together in a cooperative and coordinated way in the interest of a common cause. In order to produce effective change, a supportive organizational culture has to be present. That culture must support and value change and quality improvement. Research findings support that any outcome could be improved if people work well together as a team. This course will examine the development of better practices for creating and sustaining a culture of collaboration.

Master of Arts in Education Foundations (MEF)

The Master of Arts in Education Foundations (MEF) program is designed for those enrolled in the Master of Arts in Teaching (MAT) program but who do not choose to complete the clinical experiences nor apply for teacher licensing. MAT students wishing to move to this option should meet with the Director of MAT Programs for further details.

Desired Program Outcome

The MEF has the same goals as the Master of Arts in Teaching (MAT) program. The main difference is the MEF is designed for candidates who will use their degree in educational settings outside of the classroom.

Program Objectives

Program objectives for this M.A. were written to support the TSPC standards, and the mission statements of both Concordia University and its College of Education. Upon program completion, MEF candidates will demonstrate:

- Knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching
- Appropriate personal characteristics for success in an education-related profession

- Professional conduct and ethics in all professional relationships
- Knowledge of specific subject matter and instructional strategies appropriate to particular developmental levels and content areas
- Skills in the application and integration of new technologies to enhance the teaching and learning processes
- Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs
- Effective communication and interpersonal relationship skills to promote collaboration with colleagues, school staff, administrators, parents, and other members of the school community
- Skills in the design, implementation and presentation of an action research project or thesis developed expressly to practice educational research
- The ability to effectively engage colleagues in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

Graduation Requirements

In order to graduate from the Master of Arts in Education Foundation (MEF) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Successful completion of a minimum of 30 semester hours
- Successful completion of all required courses
- At least:
 - A 3.0 cumulative GPA has been earned
 - All required courses have been completed with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

Curriculum

Course Requirements

All M.A. in Education Foundations candidates enter either an 11-month, full-time MAT cohort

or a 22-month, MAT-Evening cohort for the majority of their course work.

Option One (30 credits)

Code	Title	
Click on Course Code to see Course Description		
Choose 24 credits from the following (24):		24
MAT 501	ISSUES AND ETHICS	3
MAT 503	PLANNING AND INSTRUCTION: ELE	3
or MAT 5PLANNING AND INSTRUCTION: SEC		
MAT 536	EVAL & ASSESS LRNING: ELEM	3
or MAT 5EVAL & ASSESS LEARN: SECNDRY		
MAT 548	CLASSROOM MANAGEMENT	3
or MAT 5CLASSROOM MANAGEMENT		
MAT 556	THE WHOLE CHILD & LEARNING	3
or MAT 5THE ADOLESCENT LEARNER		
MAT 560	C & I: MATH	3
MAT 563	C&I: READ & LANGUAGE ARTS	3
MAT 567	INTGRTING SOC SCI, SCI & ARTS	3
MAT 590	DIFERENTATG FOR LRNG COMMUNTY	3
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
MAT 570	PE METHODS	3
MAT 571	HEALTH METHODS	3
MAT 572	MATH METHODS	3
MAT 573	SCIENCE METHODS	3
MAT 574	ENGLISH LANGUAGE ARTS METHODS	3
MAT 576	SOCIAL STUDIES METHODS	3
MAT 577	BUSINESS & MARKETING METHODS	3
MAT 578	WORLD LANGUAGE METHODS	3
Capstone (6) - See below		6
Total Credits		30

Option Two (30 credits)

Code	Title	
Click on Course Code to see Course Description		
Choose 21 credits from the list in Option One (21)		21
Independent Study in the candidate's selected research topic		3
Capstone (6) - See below		6
Total Credits		30

Capstone (6 credits)

Code	Title	Credits
EDGR 601	EDUCATIONAL RESEARCH	3
Choose one of the following:		3
EDGR 69PRACTITIONER INQUIRY		
EDGR 69 ACTION RESEARCH		

EDGR 69THESIS	
Total Credits	6

MAT 501 ISSUES AND ETHICS Credits: 3
This course reviews myriad educational trends and issues that impact teaching and learning. It also explores how and why to promote character development among students, and focuses on the importance of professional ethics. The course addresses systemic inequities, bias, and other factors that serve as barriers to students in the current educational system. This course is highly interactive and employs team presentations, robust discussion, and small-group learning.

MAT 503 PLANNING AND INSTRUCTION: ELE Credits: 3
This course is designed to equip elementary education candidates with skills for student-centered instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

MAT 506 PLANNING AND INSTRUCTION: SEC Credits: 3
This course is designed to equip secondary education candidates with skills for student-centered, culturally responsive instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

MAT 533 TECH IN THE SECONDARY CLSRM Credits: 3
This course introduces candidates to myriad technology and media platforms they can utilize to supplement their teaching. The course also focuses on how to leverage technology in the secondary classroom in order to aid students in comprehending material and demonstrating their learning.

MAT 536 EVAL & ASSESS LRNING: ELEM Credits: 3
This course examines a variety of assessment tools and methods that impact the practices of classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**MAT 537 EVAL & ASSESS LEARN:
SECNDRY Credits: 3**

This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning. The class content is divided into three sections: Assessment FOR Learning, Understanding Methods and Communicating Results. The first section, Assessment FOR Learning, will cover the concepts of measurement, validity and reliability, the importance of clear achievement targets, including academic and performance standards, and assessment that informs instruction. The second portion focuses on assessment methods, including selected response, essay and performance assessment. The last section covers how to adeptly communicate results.

**MAT 538 ASSESSMENT OF PHYSICAL
EDUCATN Credits: 3**

In this course, physical education candidates will examine authentic methods of assessing student learning. Candidates will discuss how to integrate authentic assessment into daily practice, effectively communicate student progress, and define their personal philosophies of evaluation and assessment.

**MAT 548 CLASSROOM
MANAGEMENT Credits: 3**

This course prepares students to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record-keeping, grouping, classroom environment, and curriculum. It will focus on the development of effective parent communication skills and the need to establish a healthy classroom rapport that promotes student learning. Additionally, the course will help students to develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

**MAT 549 CLASSROOM
MANAGEMENT Credits: 3**

This course prepares students to organize and manage all elements of the middle or high school classroom. The topics include a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning. Additionally, the course will help students to develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

**MAT 550 MGMT FOR PHYSICAL
EDUCATORS Credits: 3**

This course prepares students to organize and manage all elements of the PK-12 physical education setting. The topics include a review of physical education discipline models, management of behavioral issues, the value of self-care and wellness, the development of effective parent communication skills, and student social problem solving and self-regulation as components of physical education curriculum and instruction.

**MAT 552 PRACTICUM:
ELEMENTARY Credits: 3**

The practicum is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

Prerequisites: State Fingerprinting required.

**MAT 552L PRACTICUM: LUTHERAN
ELEM Credits: 2-5****MAT 553 PRACTICUM:
SECONDARY Credits: 3**

The practicum is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

Prerequisites: State Fingerprinting required.

**MAT 553L PRACTICUM: LUTHERAN
SECNDRY Credits: 2-5****MAT 556 THE WHOLE CHILD &
LEARNING Credits: 3**

This course explores the development of the whole child from early childhood through early adolescence. Students will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, students will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

**MAT 557 THE ADOLESCENT
LEARNER Credits: 3**

This course explores the development of the adolescent through the middle school and high school years. Students will consider biological and environmental factors that impact physical, cognitive, social, and emotional development, with special attention given to the environmental influences that often make adolescence a time of stress. With this understanding, students will investigate various learning theories and practices and develop a personal pedagogy for teaching.

MAT 560 C & I: MATH Credits: 3

The goal of this course is to prepare students for the role of teaching math in the preschool and elementary classroom. The course provides students with a varied repertoire of teaching skills and methods for teaching math in a way that is interesting, engaging, and informative, and leads toward goals and objectives of the state, the school, and the teacher. In addition, the student will use state standards to develop lesson plans and a unit plan in math.

**MAT 563 C&I: READ & LANGUAGE
ARTS Credits: 3**

This course provides candidates the knowledge and resources necessary to provide pre-K-8 instruction and assessment in reading, writing, speaking and listening. It helps candidates understand the essential components of the reading and writing process, gives them reliable procedures and resources for teaching beginning and developmental reading, equips them to use a diagnostic teaching approach to literacy, and introduces them to various instructional tools and methods that meet the diverse needs of learners, including students with indicators of dyslexia.

**MAT 567 INTGRTING SOC SCI, SCI &
ARTS Credits: 3**

Through this course, teacher candidates will develop skills in content integration, using science and social studies as themes for planning. Candidates will be provided with a varied repertoire of teaching skills and methods for integrating social studies, science, and the arts in a manner that is interesting, engaging, and informative. Support will be given as candidates develop an integrated unit plan that aligns with current National and State standards.

MAT 570 PE METHODS Credits: 3

This course focuses provides candidates with skills and methodologies for teaching physical education across the K-12 continuum. The course familiarizes candidates with PE standards and provides instruction in how to develop engaging activities and lesson plans that integrate current best practices into PE classroom instruction. Candidates will review curricular materials, resources, and developmentally appropriate techniques and procedures that can be utilized in elementary and secondary physical education programs.

MAT 571 HEALTH METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Health Education at the middle and high school levels. Candidates in this course are exposed to the continually emerging state and national health standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into health classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health programs are also reviewed.

MAT 572 MATH METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Mathematics at the middle and high school levels. Candidates in this course are exposed to state and national math standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into math classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 573 SCIENCE METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Science at the middle and high school levels. Candidates in this course are exposed to state and national science standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into science classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 574 ENGLISH LANGUAGE ARTS METHODS Credits: 3

This course is designed specifically for those students who intend to teach The English Language Arts (ELA) in the middle school, junior high school, or high school. It will explore literature—both fiction and non-fiction, writing strategies, and speaking and listening skills. The Common Core State Standards (CCSS) will provide the impetus for the content that is covered. The venues for the integration of literacy across the disciplines will be a focus.

MAT 575 FINE & PERFORMING ARTS METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching the Fine and Performing Arts at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and unit planning elements that integrate current best practices into classroom instruction. Curricular materials and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 576 SOCIAL STUDIES METHODS Credits: 3

This course provides students with a framework for teaching Social Studies in middle and high school classrooms. The curriculum reviews current research in the integration of disciplines and current state standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced giving students valuable approaches and ideas they can use in the classroom.

MAT 577 BUSINESS & MARKETING METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching Business and Marketing at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into business classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school business programs are also reviewed.

MAT 578 WORLD LANGUAGE METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching World Languages at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into world language classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school world language programs are also reviewed.

MAT 590 DIFERENTATG FOR LRNG COMMUNITY Credits: 3

This course helps teacher candidates consider a variety of student backgrounds and needs (e.g. students with learning disabilities, students with indicators of dyslexia, and students who have been impacted by trauma). The course includes research and strategies that promote differentiated instruction, cultural responsiveness and community building within the general-education classroom.

MAT 592 STUDENT TEACHING: ELEMENTARY Credits: 3-6

Student teaching is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to an elementary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

Prerequisites: State Fingerprinting required.

MAT 593 STUDENT TEACHING: SECONDARY Credits: 3-6

Student teaching is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to a secondary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

Prerequisites: State Fingerprinting required.

MAT 596 EXTENDED STUDENT TEACHING: ELE Credits: 3-9

Student teaching is a requirement for the Oregon pre-K–12 Preliminary Teaching License. This course is a 15-week, full-time immersion in an elementary school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

Prerequisites: State fingerprinting; Practicum waiver and application to complete extended student teaching experience.

MAT 597 EXTENDED STUDENT TEACHING: SEC Credits: 3-9

Student teaching is a requirement for the Oregon pre-K–12 Preliminary Teaching License. This course is a 15-week, full-time immersion in a middle or high school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

Prerequisites: State fingerprinting; Practicum waiver and application to complete extended student teaching experience.

MAT 899 MAT SUMMER PLACEHOLDER Credits: 14-16

Master of Arts in Teaching (MAT)

Concordia's Master of Arts in Teaching (MAT) program accepts candidates who have already earned a bachelor's degree and wish to pursue the Oregon Preliminary Teaching License. Upon successful completion of the MAT program, candidates are eligible for the Pre-K–12 license, with either a multiple-subjects endorsement (elementary candidates - Grades K–8) or subject-specific endorsements (secondary candidates - Grades 5–12).

Candidates join a group of 25-30 like-minded people in a Master of Arts in Teaching cohort. Two options are available:

- 11-month, full-time MAT program – Candidates choose one of these options if they want to attend school full-time (day and evening classes).
 - January start (elementary only) – December commencement
 - June start (elementary and secondary) – April commencement

- 22-month, evening MAT-E program – Designed for the working professional. During four semesters, classes are held two nights a week. In the fifth and final semester, students are required to work full-time in their practicum and student teaching experiences. Classes start at the beginning of fall semester. All goals, objectives, and policies of the MAT-E align with those of the MAT and therefore are not separately delineated in the following information.

Candidates choosing the secondary program must select an endorsement area (or two). All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Preliminary Teaching License.

Program Goal

The MAT program prepares reflective educators who are committed to fostering equitable learning experiences for all Pre-K–12 students. Candidates acquire the knowledge, skills and dispositions to bridge the theoretical underpinnings and practical applications of teaching and learning.

- Critical and Reflective Thinking: Master of Arts in Teaching (MAT) candidates will engage in collaborative and independent learning experiences that foster critical thinking skills and self-reflection. Candidates will partake in robust discourse, synthesize diverse opinions and course materials, understand how pedagogy relates to content knowledge, and continually reflect on their own knowledge, insights, and perspectives, all of which serves to inform their practice. To support this work, the MAT program maintains high expectations for standards of academic excellence and pursuit of knowledge, while also utilizing an iterative approach to the learning process.
- Ethical Formation: Master of Arts in Teaching (MAT) candidates are expected to develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity. This reflects our program's commitment to equitable and culturally responsive practices, as well as our focus on preparing ethical educators who are compassionate, just, and morally grounded.
- Leadership and Transformation: Master of Arts in Teaching (MAT) candidates develop perspectives and practices that propel them to be leaders in the educational field

who are dedicated to meeting students' needs and who understand the merits of collaboration and collegiality. This requires active transformation of ideas, beliefs, and knowledge through rigorous coursework, as well as an understanding of how to connect theory and practice.

Concordia University's MAT program is designed to enable candidates to enter the teaching profession at the Preliminary Teaching License level. Upon completion of the program, it is our goal that candidates will exhibit moral character and high ethical standards, show a genuine sensitivity to diversity issues and to special needs children, plan and execute developmentally appropriate learning activities, demonstrate competency in various methods of authentic assessment, and understand teaching as an act of supreme service to others.

Program Objectives

Upon program completion, MAT candidates will:

1. Model dispositions, ethics, and communication skills befitting a professional educator;
2. Recognize how their own morals, biases, experiences, and privilege impact teaching practices;
3. Foster culturally responsive learning environments that are inclusive of families and communities;
4. Demonstrate knowledge of specific subject matter and developmentally appropriate instructional strategies;
5. Utilize effective instructional and assessment practices that meet diverse student learning needs;
6. Value and inform professional growth via research, self-study, and collaboration with others.

Admission

- Completed online application
- A one-page letter of intent stating why the candidate wishes to become a teacher
- Proof of a bachelor's degree from a regionally accredited college or university via official transcripts from an institution granting B.A. or B.S. degree*
- A 2.80 cumulative GPA for undergraduate work, and a 3.0 for any graduate courses taken
- Two confidential letters of reference, dated within six months of application, verifying the candidate's potential for working with children or youth

- Submission of a character questionnaire (this is a part of the online application)
 - Résumé that lists education, recent work experience, and any experiences in education settings or with youth
 - An official score report from the SAT, ACT, GRE or Praxis Core (reading, writing, and math subtests)
 - International applicants should refer to the Graduate Admission section for additional requirements.
 - Interview with Admission committee
- * Prospective candidates for the Secondary MAT program whose bachelor's degree is not in the subject area(s) of their chosen endorsement(s) are required to pass the appropriate Endorsement Exams prior to admission. See **Testing** below.

Placement Procedures

Once a candidate has been accepted and registered into the Master of Arts in Teaching program, Placement Office personnel will make contact via email/phone to gather required information necessary in order to locate a student teaching and practicum placement.

Specific placement requests may be made but cannot be guaranteed due to teacher availability and individual district or school policies. Note that all placement confirmations or, if necessary, exit procedures, must be conducted through the College's Placement Office at (503) 493-6458 / placement@cu-portland.edu.

No placements can be made at schools where candidates have relatives or family friends. Also, no clinical experience should ever be terminated by a candidate without prior consultation with the Director of Placement. Failure to follow these policies jeopardizes future placements and may result in credit loss and additional fees. Clinical experiences dropped at student initiative after placement has been secured will result in forfeiture of course fees.

Standards for MAT Program Completion

1. All NES (subtests 1 and II) and endorsement exams (Pearson or PRAXIS II) requirements must be met before proceeding to student teaching.
2. All clinical experiences (i.e., practicum and student teaching) must be graded as "pass" by both the university supervisor and the cooperating teacher. When candidates receive a "no pass" in either of their

clinical experiences, the College cannot recommend them for teacher licensing, and the University cannot grant the Master of Arts in Teaching degree.

3. The MAT-E (evening) program requires 30 volunteer hours in a classroom setting prior to beginning year two.
4. A passing grade must be earned on the edTPA portfolio.

Graduation Requirements

In order to graduate from the Master of Arts in Teaching (MAT) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Completion of all *Standards for MAT Program Completion* as outlined above.
- Completion of the minimum semester hours required in the chosen level (39 credits for Elementary/36-39 credits for Secondary)
- Completion of all required courses
- Completion of all program credits through Concordia University (waivers are not granted for any portion of the MAT program)
- At least a 3.0 cumulative GPA has been earned
- Completion of all required courses with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.
- Candidates will complete an exit survey for all degree and certificate programs as a degree completion requirement.

Professional Church Work (PCW) Certificate Option

Lutheran Church—Missouri Synod students enrolled in the MAT program who meet the necessary criteria may elect to enroll in the Professional Church Work (PCW) program. By completing an additional 15 credit hours and a practicum in a Lutheran school, MAT students may become eligible for placement in a Lutheran Church—Missouri Synod primary, elementary, middle, or high school. Tuition for these additional courses will be billed at the Professional Church Worker rate. The PCW

candidate must interview with the Lutheran Teacher Certificate Coordinator and submit an application for Synodical Placement.

PCW Coursework Requirements

Code	Title	Credits
CED 395	TEACHING THE FAITH	3
MAT 552L	PRACTICUM: LUTHERAN ELEM ¹	3
	or MAT 5PRACTICUM: LUTHERAN SECNDRY	
REL 211	HIST & LIT OF OT ²	3
REL 221	HIST & LIT OF NT ²	3
REL 331	THE CHRISTIAN FAITH	3
Total Credits		15

¹ This would be in place of MAT 552 or MAT 553

² Both REL 211 HIST & LIT OF OT and REL 221 HIST & LIT OF NT must be taken to complete this certification.

Testing

Candidates enrolled in the MAT or MAT-E program must pass the following exams before they are allowed to begin their student teaching experience:

- ORELA Protecting Student and Civil Rights in the Educational Environment Examination (all authorization levels): <http://www.orela.nesinc.com/>
- NES Elementary Education Test (Elementary candidates): <http://www.orela.nesinc.com/>
 - MSE: Subtest I – 227
 - MSE: Subtest II – 228
- Endorsement Exams (Secondary candidates) – administered by NES/Pearson, or in some rare instances, Praxis II. For test requirements, current fees, minimum score requirements, and other testing information, visit:
 - ORELA: <http://www.orela.nesinc.com/>
 - Teacher Standards and Practices Commission (TSPC): <http://www.oregon.gov/TSPC>

Curriculum

Cohorts are developed around the level candidates' desire to teach. All MAT students will complete the following courses:

Elementary Program – Grades K–8 (except PE)

Code	Title	Credits
Click on Course Code to see Course Description		
MAT 501	ISSUES AND ETHICS	3
MAT 503	PLANNING AND INSTRUCTION: ELE	3
MAT 536	EVAL & ASSESS LRNING: ELEM	3
MAT 548	CLASSROOM MANAGEMENT	3
MAT 556	THE WHOLE CHILD & LEARNING	3
MAT 560	C & I: MATH	3
MAT 563	C&I: READ & LANGUAGE ARTS	3
MAT 567	INTGRTING SOC SCI, SCI & ARTS	3
MAT 590	DIFERENTATG FOR LRNG COMMUNTY	3
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
Choose one Clinical Experience Option (9)		9
MAT 552 PRACTICUM: ELEMENTARY & MAT 590 and STUDENT TEACHING: ELEMENTARY		
or		
MAT 596 EXTENDED STUDENT TEACHING: ELE (with department approval)		
Total Credits		39

Secondary Program – Grades 5–12 (except PE)

Code	Title	Credits
MAT 501	ISSUES AND ETHICS	3
MAT 506	PLANNING AND INSTRUCTION: SEC	3
MAT 533	TECH IN THE SECONDARY CLSRM	3
MAT 537	EVAL & ASSESS LEARN: SECNDRY	3
MAT 549	CLASSROOM MANAGEMENT	3
MAT 557	THE ADOLESCENT LEARNER	3
MAT 590	DIFERENTATG FOR LRNG COMMUNTY	3
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
Choose one Clinical Experience Option (9)		9
MAT 553 PRACTICUM: SECONDARY & MAT 590 and STUDENT TEACHING: SECONDARY		
or		
MAT 597 EXTENDED STUDENT TEACHING: SEC (with department approval)		
Select one or two of the following, depending on endorsements:		
MAT 571	HEALTH METHODS	3

MAT 572	MATH METHODS	3
MAT 573	SCIENCE METHODS	3
MAT 574	ENGLISH LANGUAGE ARTS METHODS	3
MAT 576	SOCIAL STUDIES METHODS	3
MAT 577	BUSINESS & MARKETING METHODS	3
MAT 578	WORLD LANGUAGE METHODS	3
Total Credits		36-39

Physical Education (PE) – K–12

Code	Title	Credits
MAT 501	ISSUES AND ETHICS	3
MAT 506	PLANNING AND INSTRUCTION: SEC	3
MAT 533	TECH IN THE SECONDARY CLSRM	3
MAT 538	ASSESSMENT OF PHYSICAL EDUCATN	3
MAT 550	MGMT FOR PHYSICAL EDUCATORS	3
MAT 557	THE ADOLESCENT LEARNER	3
MAT 570	PE METHODS	3
MAT 590	DIFERENTATG FOR LRNG COMMUNTY	3
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
Select one Clinical Experience combination (9):		9

Options	MAT 553 PRACTICUM: SECONDARY & MAT 590 and STUDENT TEACHING: ELEMENTARY	
	or	
	MAT 552 PRACTICUM: ELEMENTARY & MAT 590 and STUDENT TEACHING: SECONDARY	
Total Credits		36

Program Options

Candidates join a group of 25-30 like-minded people in a Master of Arts in Teaching cohort. Two options are available:

11-month Full-time MAT Program

Candidates choose this option if they want to attend school full-time (day and evening classes). Classes begin in January (elementary only) and in June (elementary and secondary) with commencements the following December and May, respectively.

January Start - Elementary program only

1. Elementary program
 - Coursework Credits
 - Spring – 18
 - Summer – 12

- Fall – 0
- Classroom Teaching Credits
 - Spring – 0
 - Summer – 3
 - Fall – 6
- Total Semester Credits: 39

June Start - Elementary and Secondary

1. Elementary program
 - Coursework Credits
 - Summer – 15
 - Fall – 12
 - Spring – 3
 - Classroom Teaching Credits
 - Summer – 0
 - Fall – 3
 - Spring – 6
 - Total Semester Credits: 39
2. Secondary program
 - Coursework Credits
 - Summer – 15
 - Fall – 9-12
 - Spring – 3
 - Classroom Teaching Credits:
 - Summer – 0
 - Fall – 3
 - Spring – 6
 - Total Semester Credits: 36-39

22-month Evening MAT-E Program

This schedule is designed for the working professional. During four semesters, classes are held two nights a week. In the fifth and sixth semesters, students are required to work full time in their practicum and student teaching experiences. Classes start at the beginning of the fall semester.

1. Elementary Program
 - Credit hours by term
 - First Fall term – 9
 - First Spring term – 6
 - First Summer term – 6
 - Second Fall term – 6
 - Second Spring term – 9
 - Second Summer term – 3
 - Total Semester Credits: 39
2. Secondary Program
 - Credit hours by term
 - First Fall term – 9
 - First Spring term – 6
 - First Summer term – 6-9 (depending on endorsements)
 - Second Fall term – 6
 - Second Spring term – 6
 - Second Summer term – 3

- Total Semester Credits: 36-39

Secondary Program Endorsement Options

Students seeking the Secondary Program may choose up to two endorsement areas.

- Biology
- Business
- Chemistry
- Health
- Integrated Science
- Language Arts (English)
- Marketing
- Mathematics (Advanced)
- Mathematics (Foundational)
- PE (may not be combined with another endorsement)
- Physics
- Social Studies
- Spanish
- Technology Education (in conjunction with Concordia's Career & Technical Education program)

MAT 501 ISSUES AND ETHICS Credits: 3

This course reviews myriad educational trends and issues that impact teaching and learning. It also explores how and why to promote character development among students, and focuses on the importance of professional ethics. The course addresses systemic inequities, bias, and other factors that serve as barriers to students in the current educational system. This course is highly interactive and employs team presentations, robust discussion, and small-group learning.

MAT 503 PLANNING AND INSTRUCTION: ELE Credits: 3

This course is designed to equip elementary education candidates with skills for student-centered instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

MAT 506 PLANNING AND INSTRUCTION: SEC Credits: 3

This course is designed to equip secondary education candidates with skills for student-centered, culturally responsive instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

MAT 533 TECH IN THE SECONDARY CLSRM Credits: 3

This course introduces candidates to myriad technology and media platforms they can utilize to supplement their teaching. The course also focuses on how to leverage technology in the secondary classroom in order to aid students in comprehending material and demonstrating their learning.

MAT 536 EVAL & ASSESS LRNING: ELEM Credits: 3

This course examines a variety of assessment tools and methods that impact the practices of classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

MAT 537 EVAL & ASSESS LEARN: SECNDRY Credits: 3

This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning. The class content is divided into three sections: Assessment FOR Learning, Understanding Methods and Communicating Results. The first section, Assessment FOR Learning, will cover the concepts of measurement, validity and reliability, the importance of clear achievement targets, including academic and performance standards, and assessment that informs instruction. The second portion focuses on assessment methods, including selected response, essay and performance assessment. The last section covers how to adeptly communicate results.

MAT 538 ASSESSMENT OF PHYSICAL EDUCATN Credits: 3

In this course, physical education candidates will examine authentic methods of assessing student learning. Candidates will discuss how to integrate authentic assessment into daily practice, effectively communicate student progress, and define their personal philosophies of evaluation and assessment.

MAT 548 CLASSROOM MANAGEMENT Credits: 3

This course prepares students to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record-keeping, grouping, classroom environment, and curriculum. It will focus on the development of effective parent communication skills and the need to establish a healthy classroom rapport that promotes student learning. Additionally, the course will help students to develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

MAT 549 CLASSROOM MANAGEMENT Credits: 3

This course prepares students to organize and manage all elements of the middle or high school classroom. The topics include a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning. Additionally, the course will help students to develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

MAT 550 MGMT FOR PHYSICAL EDUCATORS Credits: 3

This course prepares students to organize and manage all elements of the PK-12 physical education setting. The topics include a review of physical education discipline models, management of behavioral issues, the value of self-care and wellness, the development of effective parent communication skills, and student social problem solving and self-regulation as components of physical education curriculum and instruction.

MAT 552 PRACTICUM: ELEMENTARY Credits: 3

The practicum is one of two clinical experiences required to obtain the Oregon pre-K–12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

Prerequisites: State Fingerprinting required.

MAT 552L PRACTICUM: LUTHERAN ELEM Credits: 2-5

MAT 553 PRACTICUM: SECONDARY Credits: 3

The practicum is one of two clinical experiences required to obtain the Oregon pre-K–12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

Prerequisites: State Fingerprinting required.

**MAT 553L PRACTICUM: LUTHERAN
SECNDRY Credits: 2-5**

**MAT 556 THE WHOLE CHILD &
LEARNING Credits: 3**

This course explores the development of the whole child from early childhood through early adolescence. Students will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, students will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

**MAT 557 THE ADOLESCENT
LEARNER Credits: 3**

This course explores the development of the adolescent through the middle school and high school years. Students will consider biological and environmental factors that impact physical, cognitive, social, and emotional development, with special attention given to the environmental influences that often make adolescence a time of stress. With this understanding, students will investigate various learning theories and practices and develop a personal pedagogy for teaching.

MAT 560 C & I: MATH Credits: 3

The goal of this course is to prepare students for the role of teaching math in the preschool and elementary classroom. The course provides students with a varied repertoire of teaching skills and methods for teaching math in a way that is interesting, engaging, and informative, and leads toward goals and objectives of the state, the school, and the teacher. In addition, the student will use state standards to develop lesson plans and a unit plan in math.

**MAT 563 C&I: READ & LANGUAGE
ARTS Credits: 3**

This course provides candidates the knowledge and resources necessary to provide pre-K-8 instruction and assessment in reading, writing, speaking and listening. It helps candidates understand the essential components of the reading and writing process, gives them reliable procedures and resources for teaching beginning and developmental reading, equips them to use a diagnostic teaching approach to literacy, and introduces them to various instructional tools and methods that meet the diverse needs of learners, including students with indicators of dyslexia.

**MAT 567 INTGRTING SOC SCI, SCI &
ARTS Credits: 3**

Through this course, teacher candidates will develop skills in content integration, using science and social studies as themes for planning. Candidates will be provided with a varied repertoire of teaching skills and methods for integrating social studies, science, and the arts in a manner that is interesting, engaging, and informative. Support will be given as candidates develop an integrated unit plan that aligns with current National and State standards.

MAT 570 PE METHODS Credits: 3

This course focuses provides candidates with skills and methodologies for teaching physical education across the K-12 continuum. The course familiarizes candidates with PE standards and provides instruction in how to develop engaging activities and lesson plans that integrate current best practices into PE classroom instruction. Candidates will review curricular materials, resources, and developmentally appropriate techniques and procedures that can be utilized in elementary and secondary physical education programs.

MAT 571 HEALTH METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Health Education at the middle and high school levels. Candidates in this course are exposed to the continually emerging state and national health standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into health classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health programs are also reviewed.

MAT 572 MATH METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Mathematics at the middle and high school levels. Candidates in this course are exposed to state and national math standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into math classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 573 SCIENCE METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Science at the middle and high school levels. Candidates in this course are exposed to state and national science standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into science classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

**MAT 574 ENGLISH LANGUAGE ARTS
METHODS Credits: 3**

This course is designed specifically for those students who intend to teach The English Language Arts (ELA) in the middle school, junior high school, or high school. It will explore literature—both fiction and non-fiction, writing strategies, and speaking and listening skills. The Common Core State Standards (CCSS) will provide the impetus for the content that is covered. The venues for the integration of literacy across the disciplines will be a focus.

**MAT 575 FINE & PERFORMING ARTS
METHODS Credits: 3**

This course focuses on the methods in which education candidates can best develop skills for teaching the Fine and Performing Arts at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and unit planning elements that integrate current best practices into classroom instruction. Curricular materials and appropriate techniques and procedures for effective learning and assessing are also reviewed.

**MAT 576 SOCIAL STUDIES
METHODS Credits: 3**

This course provides students with a framework for teaching Social Studies in middle and high school classrooms. The curriculum reviews current research in the integration of disciplines and current state standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced giving students valuable approaches and ideas they can use in the classroom.

MAT 577 BUSINESS & MARKETING METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching Business and Marketing at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into business classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school business programs are also reviewed.

MAT 578 WORLD LANGUAGE METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching World Languages at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into world language classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school world language programs are also reviewed.

MAT 590 DIFFERENTIATION FOR LEARNING COMMUNITY Credits: 3

This course helps teacher candidates consider a variety of student backgrounds and needs (e.g. students with learning disabilities, students with indicators of dyslexia, and students who have been impacted by trauma). The course includes research and strategies that promote differentiated instruction, cultural responsiveness and community building within the general-education classroom.

MAT 592 STUDENT TEACHING: ELEMENTARY Credits: 3-6

Student teaching is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to an elementary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

Prerequisites: State Fingerprinting required.

MAT 593 STUDENT TEACHING: SECONDARY Credits: 3-6

Student teaching is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to a secondary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

Prerequisites: State Fingerprinting required.

MAT 596 EXTENDED STUDENT TEACHING: ELE Credits: 3-9

Student teaching is a requirement for the Oregon pre-K-12 Preliminary Teaching License. This course is a 15-week, full-time immersion in an elementary school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

Prerequisites: State fingerprinting; Practicum waiver and application to complete extended student teaching experience.

MAT 597 EXTENDED STUDENT TEACHING: SEC Credits: 3-9

Student teaching is a requirement for the Oregon pre-K-12 Preliminary Teaching License. This course is a 15-week, full-time immersion in a middle or high school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

Prerequisites: State fingerprinting; Practicum waiver and application to complete extended student teaching experience.

MAT 899 MAT SUMMER PLACEHOLDER Credits: 14-16

Master of Education (M.Ed.)

There are several options for those who wish to pursue their education at the graduate level. Please visit the College of Education web pages (<http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs>) to see a complete list of program offerings and their delivery options.

- M.Ed. in Administration (M.Ed. Admin) [OR & WA residents only - Administration licensure]
- M.Ed. in Career and Technical Education (MCTE)
- M.Ed. in Curriculum and Instruction (M.Ed. C&I)

The concentration options for the M.Ed. C&I are:

- Adolescent Literacy
- Early Childhood Education
- Educational Technology Leadership
- English to Speakers of Other Languages (ESOL)¹
- Environment Education
- Health and Physical Education¹
- The Inclusive Classroom
- Leadership
- Mathematics
- Methods and Curriculum
- Reading Interventionist¹
- Science
- Science, Technology, Engineering, Arts, and Mathematics (STEAM)
- Social Studies
- Trauma and Resilience in Educational Settings
- M.Ed. in Educational Leadership

¹ Coursework could be used for OR and WA teachers to add an endorsement to their license. Please consult with the College of Education for details and information on the delivery method.

M.Ed. Goals

As a graduate of the Master of Education programs at Concordia University-Portland, candidates will engage in inquiry learning that fosters critical thinking skills; the capacity to ask, reflect on, and critique quality questions about content knowledge; and pursue candidate-driven interests. Candidates will develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity. Candidates develop skills, attitudes, and habits that encourage and allow them to be leaders in their field serving the educational needs of others. This requires active transformation of ideas, beliefs, and knowledge through rigorous study and application of current educational theory and practice.

M.Ed. Program Objectives

Upon program completion, M.Ed. candidates will:

- Inquiry 1 (I1): Enhance and utilize knowledge of educational theories and research, technology, and academic content to promote active learning and excellence in all students.
- Inquiry 2 (I2): Analyze and synthesize diverse opinions and experiences with (and on behalf of) students who possess a variety of backgrounds, languages, and abilities.
- Ethical Formation 1 (EF1): Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity.
- Ethical Formation 2 (EF2): Demonstrate characteristics of moral leadership through professional roles and responsibilities.
- Leadership and Transformation (LT1): Become reflective practitioners that reflect on and assess their own practice and their students' work to continually improve learning, teaching, and leadership.

Admission to Master of Education programs

Candidates to any Concordia University-Portland Master of Education program must submit the following:

- The online application: <http://www.cu-portland.edu/your-higher-education-journey-starts-here-apply-now>
- Official transcripts from a regionally accredited school demonstrating completion of a bachelor's or master's degree
- Letter of Recommendation verifying work with children or youth and addressing the candidate's ability to do graduate level work. Letters of recommendation are confidential and not available to student.
 - **M.Ed. C&I, M.Ed. in Leadership, and MCTE** applicants: One confidential letter of recommendation, dated within six months of applying. If your cumulative GPA is 2.8 or higher, a letter of recommendation is not required.
 - **M.Ed. in Administration, Preliminary (formerly IAL), and Professional (formerly CAL) licensure certificate program** applicants (Oregon & Washington): One letter of recommendation from a practicing, licensed administrator (preferably your current supervisor) who knows your work history and readiness to enter an administration program. This letter is required, regardless of your GPA.

- The TSPC-required Personal Character Questionnaire
- Statements of Intent. See details below.
- A résumé that lists all licensed educational experiences (one year of teaching equals eight consecutive months in a licensed, contracted position)
- A copy of a current teaching or administrator license as appropriate. If pursuing an endorsement or additional licensure, a sub license will not meet the requirements of TSPC for the practicum.
- International applicants should refer to the Graduate Admission section for additional requirements
- Interview with College of Education Director of Graduate Studies may be required

Additional admission requirements for application to the M.Ed. in Administration program:

- Evidence of completion of a teacher or personnel service preparation program AND an Oregon teaching or personal service license. Administrative candidates wishing to serve in the State of Washington meet these criteria with proof of a Washington teaching certificate: WAC 180-79A-211
- Evidence of three years of successful contracted licensed teaching or personnel service experience in public schools or regionally accredited private schools.
- Interview with the Chair of Administrative Licensure Programs

International applicants should refer to the Graduate Admission section for additional requirements.

Statements of Intent Details

Students who are admitted to Concordia University-Portland College of Education join a community of scholars and practitioners in an institution whose mission is to prepare leaders for the transformation of society. As a Master of Education or Certificate program applicant, you are invited to demonstrate your knowledge and academic writing ability as well as share your goals for furthering your professional growth through statements of intent. Further, the statements are used as a tool to share your interest in admission to the university, but may also be referenced again in future courses or portfolios as evidence of growth and development as a Pre-K–12 educator. These statements are an opportunity for you to introduce yourself to the university as well as demonstrate how you think critically. For more information and a list of the writing prompts, visit <http://www.cu-portland.edu/>

admission/admission-requirements/graduate-students/med-admission-checklist

Course Delivery – Choosing from Options

Concordia offers several options for pursuing either a Master of Education degree or certificate program.

Accelerated Online

Designed to be completed in one year.

No overlapping terms are allowed.

NOTE: If the student does not adhere to the prescribed schedule for the accelerated online program, it may take several additional time to complete the program.

Flex Programs

Designed to allow for customized schedules.

- **On-campus:** NE Portland, Oregon (classes are 8 weeks long)
- **Flex Online:** Some programs have a online options which can be completed in 14-36 months (classes are 5 weeks long)
- **Hybrid:** Students living near the Portland, Oregon campus may be able to mix their schedule to include some on campus classes as well as some online

Please note, not all programs are offered in every modality. Please visit the following web page to see a complete listing of delivery methods for each program:

<http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/master-education>

Students in the M.Ed. programs are expected to take their courses in order ending with the Capstone course (EDGR 698 ACTION RESEARCH, EDGR 699 THESIS, EDGR 696 PRACTITIONER INQUIRY, or EDCT 604 CTE CAPSTONE). In the event a course must be taken after the Capstone only one course is eligible. EDGR 601 EDUCATIONAL RESEARCH is a pre-requisite to the Capstone experience and must be taken prior to the capstone with no exceptions.

M.Ed. Critical Assessment Policy

In an effort to maintain national and state accreditation, the university is required to measure candidate proficiency at certain checkpoints throughout the program. Within the College of Education Master of Education (M.Ed.) programs, candidates will

complete critical assessments as measured by specific InTASC sub-standards as well as appropriate national standards in the candidate's area of professionalization. These assessments evaluate candidates' level of proficiency as they progress through the program. Because of these requirements, in order to pass a course that includes a critical assessment, candidates must meet the minimum requirements for each critical assessment (earning 84% on the assignment). This requirement is a threshold that must be met prior to receiving a grade for the course. If candidates do not pass the critical assessment, they do not pass the course and will receive a grade in the range of C-F.

Dual Concentration Policy

Students enrolled in the M.Ed. program will be enrolled in one of two campuses: *Online* or *On-ground*. A student may only select concentrations for a degree with dual concentrations that are offered on the specific campus in which the student is enrolled. No exceptions will be allowed.

Graduation Requirements

In order to graduate from any Master of Education (M.Ed.) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Successful completion of the minimum semester hours required in the chosen major
- Successful completion of all courses required in the chosen major
- At least 50% of the credits required for the program have been completed at Concordia University-Portland
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

On-ground Course Overlap Policy

A student enrolled in courses through the campus based program has the ability to take courses in the following modalities:

- 5 week online
- 8 week on ground

Students may not enroll in a course that overlaps completion with another, unless the end dates are the same.

Master of Education in Administration (M.Ed. Admin)

The M.Ed. in Administration provides a master's degree and the coursework for an Preliminary license for administrative candidates

Program Objectives

Program objectives for the M.Ed. in Administration are written to align with current research for educational leadership. For alignment to requirements other than Oregon contact the Concordia University's College of Education. Program objectives for the M.Ed. Administration are written to meet TSPC standards for the Preliminary Administrator License. Candidates in the M.Ed. Administration program will:

- Describe the contemporary research on the essential skills and knowledge required of instructional leaders.
- Describe how to create change and evaluate the factors that increase the success rate of change initiatives.
- Describe and evaluate the role of leadership in relation to Resource Management, Systems Improvement, and State as well as Organizational Requirements.
- Evaluate the research-based actions required to improve instruction and increase achievement for all students, and demonstrate an ability to create an improvement implementation plan.
- Synthesize and act on the research on the characteristics of an educational community that challenges thinking, and explores and learns together to improve instruction and increase learning.
- Analyze the impact of collaboration and the structures required to enhance collaboration among school staff, parents, students and community.

M.Ed. in Administration Course Requirements

Code	Title	Credits
EDAD 560	HUMAN & FINANCIAL RESOURCES	3
EDAD 607	LEADING THE SCHOOL COMMUNITY	3
EDAD 622	SCHOOL LAW	3
EDAD 650	PRELIM ADMIN LICNSE PRACTICUM ¹	3
EDGR 500	PROF PLAN SEMINAR (PPS)	1
EDGR 595	COMMUNITY OF LEARNERS	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 605	INSTR LDRSHP/CLASSROOM EVAL	3
EDGR 606	USING DATA IMP STUDENT ACHVMNT	3
EDGR 607	STRATEGIES ENHANCE ACHIEVEMENT	3
EDGR 626	ORGANIZATIONAL CHANGE	3
EDGR 698	ACTION RESEARCH	3
	or EDGR THESIS	
	or EDGR PRACTITIONER INQUIRY	
Total Credits		34

¹ EDGR 500 must be successfully completed before enrolling in EDAD 650.

EDAD 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDAD 560 HUMAN & FINANCIAL RESOURCES Credits: 3

This course will introduce the techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of results. Human and fiscal resources and maximizing their use will be explored. Students will study finance, accounting practices, budget reporting procedures for faculty, board members, and district officials.

EDAD 573 EQUITY, ACES & ISS IN SCH LAW Credits: 3

In her opinion for the landmark Supreme Court decision supporting affirmative action programs, Sandra Day O'Connor issued a 25 Year Challenge to end the need for affirmative action programs in education. In this course we will examine the relationship between educational inequities and access. Can this challenge be met? What is the role of education and schools of education in addressing various forms of inequality? Should education or schooling be seen not as THE solution, but perhaps as contributing to the problem? What other societal issues and challenges affect our public educational system? How can we examine where we've been, not only in the last 50 years and where we are going in the next 25, but how does this time period reflect what the Founding Fathers saw for us? Are we (as a community and as educators/policymakers/scholars) heading in the right direction so that affirmative action programs may not be necessary in 2028? What are our visions for the next 25 years in terms of education, access, equality and social justice?.

EDAD 578 SOCIAL, POLITICAL CULTURAL ISS Credits: 3

This course examines the voyage of public education from its early beginnings to its current role and impact on American society as it addresses factors that have led American education to its current role in society. Candidates will examine the significant impact legal, social, political, ethical, cultural and economic issues have played in shaping the current learning community. Through research and collegial discussion, candidates will also hypothesize future issues that may confront schools, and will investigate individuals and interest groups that influence and develop educational policy and practice. Special emphasis will be placed on societal values and concerns that influence schools in a democracy and their role in determining schools' policies.

EDAD 607 LEADING THE SCHOOL COMMUNITY Credits: 3

This course introduces prospective administrators to the essential skills and competencies necessary for effective school leadership in an environment of change. The principles and processes of educational administration, the numerous roles of the principal, the need for collaboration and partnering with all members of the school community, and current research relating to school leadership are all emphasized. The course aims to intentionally provide students with a number of the administrative skills outlined in the latest OARs.

EDAD 610 BEGINNING THE LDERSHIP JOURNEY Credits: 3

The purpose of this course is to assist prospective leaders to prepare for their initial assignments by providing a base of both knowledge as well as skills in the critical areas of instruction, data, change and accountability. These knowledge and skills are an essential part of being an instructional leader, of being a leader who not only understands research but can replicate the effective practices that it describes, a leader who has a laser focus and the ability to lead a district/building in its efforts to continually improve instruction and increase student achievement.

EDAD 615 LDRSH THAT MAKES A DIFFERENCE Credits: 3

This course builds a knowledge base for understanding the critical role educational leadership plays in creating a culture of learning for all students, teachers and leaders. The course will provide students with an understanding and skills for providing leadership that ensures collaboration, as well as how to create continuous organizational learning, focus and energy.

EDAD 622 SCHOOL LAW Credits: 3

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it behooves the educator of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDAD 650 PRELIM ADMIN LICNSE PRACTICUM Credits: 3

The Preliminary Administrative License (Pre-AL) practicum provides administrative candidates with practical experience, planned in collaboration with the Concordia University Supervisor, put into written form, and approved by the Site Mentors. This 360 hour (minimum) practicum is designed to provide opportunities for aspiring school administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective educational leadership. It enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an accredited public or private school environment.

Prerequisites: EDGR 500 and EDAD 607 with a B- or higher.

EDAD 652 PROF ADMIN LICNSE PRACTICUM Credits: 3

The Professional Administrator License Practicum provides administrative candidates with practical Pre-K–12, district-level experience, designed to provide opportunities for aspiring district administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective leaders at the district level. This 280-hour (minimum) practicum enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an appropriate setting.

Prerequisites: EDGR 500 with a B- or higher.

EDAD 672 COMMUNICATION & CONFLICT MGMT Credits: 3

This course emphasizes the need for powerful and positive communication among school leaders and all elements of the school community. The course also examines issues administrators often face when working with school boards and school employees, and provides insights into specific skills necessary to help develop effective working relationships. Finally, the course also presents candidates with contemporary strategies for managing conflict among school stakeholders, understanding and managing the collective bargaining process, and additional insights on contract negotiation.

EDAD 699E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

EDGR 500 PROF PLAN SEMINAR (PPS) Credit: 1

The Professional Planning seminar (PPS) sets the stage for the candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce these goals—all tied to Oregon state competency standards (Teaching Competencies, Preliminary Administrator, or Professional Administrator Competencies.) The candidate completes an individualized Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies (in relation to the State competency standards), and work environment.

EDGR 502 DEV CHAR THRU CURR Credits: 3

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 506 CHARACTER/ETHICS OF LEADERSHIP Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDGR 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDGR 535 THEORIES OF TCHNG/ LRNING Credits: 3

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595 COMMUNITY OF LEARNERS Credits: 3

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.

EDGR 598 PROF DEVELOPMENT Credits: 1-3

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDGR 599 EXPERIMENTAL COURSE Credit: 1

Experimental Course. Contact department for course description.

EDGR 601 EDUCATIONAL RESEARCH Credits: 3

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

EDGR 602 CONTEMP EDUCATIONAL THOUGHT Credits: 3

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602A CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602B CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602C CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 605 INSTR LDRSHP/CLASSROOM EVAL Credits: 3

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

EDGR 606 USING DATA IMP STUDENT ACHVMNT Credits: 3

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students in this course, collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels. This course is for students having either an instructional or administrative-focused program.

EDGR 607 STRATEGIES ENHANCE ACHIEVEMENT Credits: 3

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

EDGR 608 LRNG FRWRD:USNG PRFRMC ASSMNT Credits: 3

The right tool needs to be matched to the right job, and so it is with assessments: the right assessment must be matched with the purpose of that assessment. The traditional formats of Formative and Summative Assessments provide critical data but do not show how students can APPLY what they've learned. Well-designed Performance Assessments and Tasks provide the opportunity for students to demonstrate higher order thinking skills beyond simple recall of information. This type of assessment has students apply what they know, and provides educators data to modify and adjust their instruction to assist students to learn what they do not yet know. This course will assist educators design end effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

EDGR 620 SCHOOL/COMM PARTNERS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDGR 626 ORGANIZATIONAL CHANGE Credits: 3

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

EDGR 696 PRACTITIONER INQUIRY Credits: 3

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions (Samaras, 2011). Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers.
Prerequisites: EDGR 601 with a B- or higher.

EDGR 697 PROF ASSESSMENT SEMINAR Credit: 1

During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher) or 584-080-0051 (administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDGR 698 ACTION RESEARCH Credits: 3

Action Research is one of the capstone projects for the Master of Education program. During this course, candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 699 THESIS Credits: 3

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field education. The student, working with their thesis instructor, will explore relevant literature and present a thesis following the procedure established by the College of Education.

Prerequisites: EDGR 601 with a B- or higher.

Master of Education in Career and Technical Education (MCTE)

The Concordia University Master of Education in Career and Technical Education (MCTE) is designed for licensed CTE teachers at the middle or high school level, or prospective candidates who seek a CTE teaching position

at a high school, middle school, or community college and have technical skills and related work experience in a state approved CTE program area. This program focuses on CTE foundations, frameworks for teaching CTE, CTE instructional improvement, CTE lesson planning, CTE curriculum integration, multiple assessment strategies, classroom management, CTE program promotion and development, CTE advisory committees, dual credit agreements, and post-secondary transitions. The program provides an opportunity for students to select an important career and technical education research topic and investigate, apply, demonstrate, and disseminate their knowledge and skills in a culminating capstone project.

M.Ed. in Career and Technical Education Program Goals

Upon program completion, MCTE candidates will demonstrate:

1. The ability to effectively promote CTE programs and establish partnerships with businesses and the community
2. The ability to analyze and advocate for important CTE legislation
3. An understanding of leadership contributions made by all teachers related to their roles in the classroom, the school, the district and the profession.
4. Skills in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students' developmental levels, and exhibit sensitivity to individual student difference and cultural backgrounds.
5. Skills in the application and integration of new technologies to enhance the teaching and learning processes
6. Skills in the design and implementation of a capstone experience developed expressly to improve classroom instruction and student learning outcomes.
7. An appreciation for the Christian perspective and its emphasis on service as a fundamental element of successful teaching and learning
8. The ability to effectively engage colleagues in an ongoing study of current best practices, relevant research and demographic data, and analyze their implications for school improvement.
9. Techniques that support the development of positive school-community relations

10. Effective partnering with parents to assist school staff in achieving district and/or building goals
11. Collaborative development of a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities
12. Values, ethics, beliefs and attitudes that achieve the education goals of the state, district, and local school communities
13. A desire to continue professional and personal growth in CTE leadership

Admission to the MCTE Program

All applicants for the MCTE need to provide:

1. A completed online application. A new graduate application is required of former Concordia University students
2. A one-page letter of intent stating why the candidate wishes to pursue the Master of Education in Career and Technical Education, related work experience, and personal and professional goals
3. Proof of a bachelor's degree from a regionally accredited college or university via official transcripts from institution granting B.A. or B.S. degree
4. A 2.80 cumulative GPA for undergraduate work and a 3.0 for any graduate courses taken
5. Two confidential letters of reference, dated within one year of application, one verifying the candidate's potential for working with high school students, and the other the candidate's technical skills ability in one or more of the 21 TSPC-approved CTE endorsement areas. If the candidate has a GPA of 2.80 or greater, they do not need to submit a letter of recommendation.
6. A completed Oregon Teacher Standards and Practices Commission (TSPC) character questionnaire (Oregon candidates only)
7. International applicants should refer to the Graduate Admission section for additional requirements.

M.Ed. in Career and Technical Education Requirements (30 credits)

Code	Title	Credits
EDCT 501	FRAMEWORKS FOR TEACHING CTE	3
EDCT 513	INTRODUCTION TO CTE	3

EDCT 505	BASIC TEACHING SKILLS	3
EDGR 506	CHARACTER/ETHICS OF LEADERSHIP	3
EDCT 509	EFFECTIVE CLASSROOM MANAGEMENT	3
or all three of the following:		
EDCT 509A	EFFECTIVE CLASSROOM MANAGEMENT (1 credit)	
EDCT 509B	EFFECTIVE CLASSROOM MANAGEMENT (1 credit)	
EDCT 509C	EFFECTIVE CLASSROOM MANAGEMENT (1 credit)	
EDCT 537	EVAL/ASSMNT TEACHING/ LEARNING	3
EDCT 568	MATH IN CAREER AND TECH EDU	3
EDCT 570	LITERACY IN CAREER & TECH EDU	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDCT 604	CTE CAPSTONE	3
Total Credits		30

EDCT 501 FRAMEWORKS FOR TEACHING CTE Credits: 3

This course begins with an opportunity for the student to outline personal and professional goals in a Professional Education Plan (PEP). The plan (PEP) is based on a pre-assessment of the candidate's skills, competencies, and work environment. This foundational course in the program provides the student with a research-based set of components of instruction in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the domains are 22 components and 76 descriptive elements of what teaching is all about. Learning activities apply the framework of teaching to CTE instructional program delivery. The text for this course is *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.

EDCT 505 BASIC TEACHING SKILLS Credits: 3

This course is designed to equip education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

EDCT 509 EFFECTIVE CLASSROOM MANAGEMENT Credits: 3

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509A EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509B EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509C EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 513 INTRODUCTION TO CTE Credits: 3

A review of the development of career and technical education (CTE) – previously known as vocational education/vocational and technical education – and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE's role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

EDCT 537 EVAL/ASSMNT TEACHING/LEARNING Credits: 3

This course examines a variety of assessment tools and methods that impact the practices of CTE teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

EDCT 567 INTRODUCTION TO CTE Credits: 3

This course introduces new career and technical teachers to the essential skills and competencies necessary to create student-centered learning environments. Candidates will review the current and historical perspectives of career and technical education (CTE), be assigned a mentor, and will learn to design and deliver effective CTE lessons and courses. This class is part of a preparation program that meets Oregon Teacher Standards and Practices requirements for a three-year Professional Technical License outlined in OAR 584-042-0006.

EDCT 568 MATH IN CAREER AND TECH EDU Credits: 3

Math in Career and Technical Education teaches CTE teachers how to integrate math into their career and technical education program. Using the Oregon Common Core State Standards for Mathematics, the CTE teacher learns how to create math-enhanced lessons which teach knowledge and skills that high school students need for success in college and careers. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state math standards. This course is designed to teach the CTE teacher how to analyze each lesson and make revisions to integrate math into the CTE instructional program.

EDCT 570 LITERACY IN CAREER & TECH EDU Credits: 3

This course is designed to build instructional skills to integrate literacy into the CTE instructional program. Students will study information-rich content that teaches them how to integrate content-area reading and writing strategies to aid student learning. The course provides numerous enrichment activities to help teachers incorporate literacy skills into their instructional program. Using the Common Core State Standards for English Language Arts and Literacy, the student learns how to create literacy-enhanced learning activities and apply and refine them in practical application experiences. The student learns how to bridge literacy and CTE vocabulary and target specific learning outcomes based on district and state literacy standards.

EDCT 604 CTE CAPSTONE Credits: 3

CTE Capstone is an integrative learning experience in which students bring together the knowledge and skills they have acquired in the Master of Education in Career and Technical Education degree program at Concordia University. Candidates will learn more about the action research methodology, complete final edits at the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will NOT be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research focused on issues of importance to CTE in their classroom, school, district or other work environment.

EDGR 500 PROF PLAN SEMINAR (PPS) Credit: 1

The Professional Planning seminar (PPS) sets the stage for the candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce these goals—all tied to Oregon state competency standards (Teaching Competencies, Preliminary Administrator, or Professional Administrator Competencies.) The candidate completes an individualized Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies (in relation to the State competency standards), and work environment.

EDGR 502 DEV CHAR THRU CURR Credits: 3

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 506 CHARACTER/ETHICS OF LEADERSHIP Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDGR 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDGR 535 THEORIES OF TCHNG/ LRNING Credits: 3

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595 COMMUNITY OF LEARNERS Credits: 3

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.

EDGR 598 PROF DEVELOPMENT Credits: 1-3

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDGR 599 EXPERIMENTAL COURSE Credit: 1

Experimental Course. Contact department for course description.

EDGR 601 EDUCATIONAL RESEARCH Credits: 3

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

EDGR 602 CONTEMP EDUCATIONAL THOUGHT Credits: 3

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602A CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602B CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602C CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 605 INSTR LDRSHP/CLASSROOM EVAL Credits: 3

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

EDGR 606 USING DATA IMP STUDENT ACHVMNT Credits: 3

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students in this course, collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels. This course is for students having either an instructional or administrative-focused program.

EDGR 607 STRATEGIES ENHANCE ACHIEVEMENT Credits: 3

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

EDGR 608 LRNG FRWRD:USNG PRFRMC ASSMNT Credits: 3

The right tool needs to be matched to the right job, and so it is with assessments: the right assessment must be matched with the purpose of that assessment. The traditional formats of Formative and Summative Assessments provide critical data but do not show how students can APPLY what they've learned. Well-designed Performance Assessments and Tasks provide the opportunity for students to demonstrate higher order thinking skills beyond simple recall of information. This type of assessment has students apply what they know, and provides educators data to modify and adjust their instruction to assist students to learn what they do not yet know. This course will assist educators design and effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

EDGR 620 SCHOOL/COMM PARTNERS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDGR 626 ORGANIZATIONAL CHANGE Credits: 3

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

EDGR 696 PRACTITIONER INQUIRY Credits: 3

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions (Samaras, 2011). Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers. **Prerequisites:** EDGR 601 with a B- or higher.

EDGR 697 PROF ASSESSMENT SEMINAR Credit: 1

During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher) or 584-080-0051 (administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDGR 698 ACTION RESEARCH Credits: 3

Action Research is one of the capstone projects for the Master of Education program. During this course, candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 699 THESIS Credits: 3

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field education. The student, working with their thesis instructor, will explore relevant literature and present a thesis following the procedure established by the College of Education.

Prerequisites: EDGR 601 with a B- or higher.

Master of Education in Curriculum and Instruction (M.Ed. C&I)

Concordia's Master of Education in Curriculum and Instruction is designed to provide in-service teachers with those additional skills that enhance the teaching and learning processes in their own classrooms. The professional core classes not only study common issues and theories, but also cement the connection between these theories and the implementation of classroom best practices.

The course of study is a combination of a professional core of courses, a personalized concentration that is designed to meet the candidate's personal and professional goals, and the capstone experiences. The concentration selected will determine the ultimate number of credit hours for the program and the degree earned.

Program Objectives

In addition to meeting the objectives for all Concordia M.Ed. programs, successful candidates in the M.Ed. C&I will demonstrate:

- C&I.11: Expertise in the utilization of new methods of authentic assessment and

- strategies as tools to evaluate student learning progress in relation to Oregon's Common Core State Standards and specific district standards.
- C&I.I2: Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students.
 - C&I.EF1: An understanding of the ways that the specific curricular/instructional area has the potential to be responsive to classroom diversity.
 - C&I.EF2: A clear understanding of the moral leadership required of them as advanced scholars in the chosen area of curriculum and instruction.
 - C&I.LT1: The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results.

M.Ed. in Curriculum & Instruction Requirements
Professional Core and Capstone
(30-35 credits)

Code	Title	Credits
Professional Core (12)		
EDGR 502	DEV CHAR THRU CURR	3
EDGR 535	THEORIES OF TCHNG/LRNING	3
EDGR 595	COMMUNITY OF LEARNERS	3
EDGR 602	CONTEMP EDUCATIONAL THOUGHT	3
Research (6)		
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 699	THESIS	3
	or EDGR PRACTITIONER INQUIRY	
	or EDGR ACTION RESEARCH	
Concentration (12-17)		
Select one of the following personalized concentrations:		12-17
Adolescent Literacy		
Early Childhood Education (ECE)		
Education Technology Leadership		
English to Speakers of Other Languages (ESOL)		
Environmental Education		
Health and Physical Education		
The Inclusive Classroom		
Leadership		
Mathematics		
Methods and Curriculum		
Reading Interventionist		
Science		

Science, Technology, Engineering, Arts, and Mathematics (STEAM)	
Social Studies	
Trauma and Resilience in Educational Settings	
Total Credits	30

Adolescent Literacy Concentration
(12 credits)

The M.Ed. C&I: Adolescent Literacy is designed for educators who are focused on developing and supporting literacy proficiency in students enrolled in grades 6 through 12. Through the completion of this concentration, educators will be prepared to lead the development and support of adolescent literacy in schools, in school districts and in community-based settings.

Code	Title	Credits
EDCI 502	ADOL LITERACY: THE CHALLENGES	3
EDCI 506	A DEV APP TO LANG ACQUISITION	3
EDCI 507	AC LIT: READ/WRITE IN DISCIPL	3
EDCI 508	IMPR AD LIT:TRANS INT & TECH	3
Total Credits		12

Early Childhood Education (ECE)
Concentration (12 credits)

The M.Ed. C&I: Early Childhood Education (ECE) is designed for those who have a strong passion for teaching young children and who believe that children learn best through active, hands-on learning. Candidates will explore current trends and research, design developmentally-effective curriculum, and develop skills in advocating for young children.

Code	Title	Credits
EDCI 503	ISS & ADVOCACY IN ERLY CHLD ED	3
EDCI 504	ECE: A CONSTRUCTIVIST APPROACH	3
EDCI 505	PLAY IN EARLY CHLDHD EDUCATION	3
EDCI 589	EMERGENT LITERACY	3
Total Credits		12

Educational Technology Leadership
Concentration (12 credits)

The M.Ed. C&I: Educational Technology Leadership is designed to help educators of all backgrounds develop leadership skills within the expanding field of educational technology. An emphasis is placed on training in-service educators to become leaders in their school, school district or community. Educational

Technology Leadership is not solely aimed at increasing technological proficiency, although that is inherent in the courses. Instead, the program seeks to help teachers develop an ethic that allows them to constantly analyze and evaluate the pedagogical implications of new technological hardware and software. From that principle, they will be able to lead in technology adaptation, whether in coaching school peers, assessing district plans, or drafting community grants.

There has been substantial national growth in educators seeking greater proficiency in the integration of educational technology. Pre-K–12 schools have utilized resources to make major capital purchases of technology, primarily tablets, to serve their students. However, most of these schools do not have the personnel trained in how to integrate the technology into the curriculum. While schools typically have Information Technology (IT) staff, these individuals are often so busy maintaining or expanding infrastructure that they do not have the ability, the training or the experience to work with teachers to think about technology pedagogically.

Code	Title	Credits
EDCI 567	MINDSET FOR EDUCTNL TECH	3
EDCI 568	CURRENT TRENDS IN EDU TECH	3
EDCI 569	RESEARCH IN EDUCATIONAL TECH	3
EDCI 570	PROJ BASED LRNG EDUCTNL TECH	3
Total Credits		12

English to Speakers of Other
Languages (ESOL) Concentration (13
or 15 credits)

The M.Ed. C&I: ESOL is for teachers in all authorization levels who want to develop instructional strategies to better accommodate students whose native language is not English. With the addition of the practicum (on ground program only), which includes the teaching of a work sample and the passing of the ORELA/NES ESOL exam, the concentration can be added to an existing license as an additional endorsement.

Program Objectives

Upon program completion, successful candidates will also demonstrate:

- ESOL.I.1: Expertise in the utilization of new methods and strategies to evaluate language proficiency of ESOL students.
- ESOL.I.2: The ability to modify instructional plans and promote alternative goals and

strategies for students from a variety of backgrounds, languages, and abilities.

- ESOL.EF.1: Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity with an emphasis on culture and language.
- ESOL.EF.2: Demonstrate characteristics of moral leadership through professional roles and responsibilities as an advocate for ESOL students.
- ESOL.LT.1: Demonstrate knowledge of and apply skills in collaboration practices related to ESOL needs.

Non-Licensure (13 credits)

Code	Title	Credits
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE/CULTURE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
Total Credits		13

Licensure (15 credits)

Code	Title	Credits
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE/CULTURE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
EDEL 537	ESOL PRACTICUM	2
Total Credits		15

Environmental Education Concentration (12 credits)

The M.Ed. C&I: Environmental Education is designed to prepare Pre-K–12 educators as specialists in the study of the earth's environment. Learning and teaching will be based on three key concepts: how to learn about and investigate the environment, an understanding of how humans interact with the environment, and the importance of stewardship for our Earth. An emphasis is placed on the connection between transformative education practices and the development of critical thinking, problem solving skills, and self-discovery, skills essential to the successful evaluation of alternative viewpoints related to environmental issues. This course of study is aligned with the National Environmental Education Standards, the

National Science Education Standards and the Science Common Core State Standards (when these are developed). Environmental literacy – how daily choices help or harm the environment – is a theme woven throughout the program.

Code	Title	Credits
EDCI 512	ENVIRONMENT: PAST & PRESENT	3
EDCI 531	CURRENT ENVIRONMENTAL ISSUES	3
EDCI 544	TEACHING ENVIRONMENTAL EDUC	3
EDCI 551	TRANSFORM LEARNING & ENV EDU	3
Total Credits		12

Health & Physical Education (HPE) Concentration (14-16 credits)

Program Goal

Upon program completion of the M.Ed. C&I: HPE, the health and physical educator will understand and apply the current research for advanced teaching and assessment techniques as well as curriculum development in the field of health and physical education. The candidate will also develop strategies for providing a supportive classroom culture for the diverse learning community.

Program Objectives

Using the knowledge from current research and community partnerships, as well as best practices in the field, the candidate will assess their K–12 students' health and physical education needs and motivations.

The candidate will utilize data-based knowledge to guide the K–12 students in designing and safely implementing fitness, health and wellness program plans.

The candidate will create appropriate health and physical education instruction that responds to the varying student motivations along the diverse learning environments.

Code	Title	Credits
EDHP 515	ISSUES/RESEARCH IN HPE	3
EDHP 516	AUTH & ALTERNATV ASSESS IN HPE	3
EDHP 517	INNOVATIVE CURR IN HPE	3
EDHP 518	MANAGING THE DIVERSE HPE ENVR	3
Choose one or both:		2-4
EDHP 51 HEALTH PRACTICUM ¹		
EDHP 52 PE PRACTICUM ¹		
Total Credits		14-16

¹ Practicum/s must be completed if needed for licensure. Both practicums must be completed for Health and PE.

The Inclusive Classroom Concentration (12 credits)

The M.Ed. C&I: The Inclusive Classroom is designed for the General Education Teacher and will provide the knowledge and skills needed to work effectively with students with disabilities mainstreamed or fully included in general education classrooms. Particular emphasis is placed on instructional strategies used to differentiate instruction, to serve students with disabilities in inclusive general education classrooms and to implement the Response to Intervention model at the classroom or school level.

Code	Title	Credits
EDCI 528	FND CONCEPTS INCLUSIVE TEACH	3
EDCI 545	PRINC COLLABORATION PARTNERSHI	3
EDCI 548	INCLUSIVE CLASSROOM:INTERVENTI	3
EDCI 549	EFFECTIVE CLASSROOM MGMT STRAT	3
Total Credits		12

Leadership Concentration (12 credits)

Effective leaders are in demand at all levels in the ever-changing, dynamic world of education. The M.Ed. C&I: Leadership is designed for candidates who are interested in transformative leadership roles in the field of education other than in educational administration. With this leadership degree, you will develop the knowledge and skills needed to identify and implement innovative solutions for effecting transformational change in your education community as a highly effective leader.

Code	Title	Credits
EDCI 593	CASE STUDIES IN LAW AND ETHICS	3
EDGR 620	SCHOOL/COMM PARTNERS	3
EDCI 522	INSTRUCTIONAL MENTORING	3
EDGR 626	ORGANIZATIONAL CHANGE	3
Total Credits		12

Mathematics Concentration (12 credits)

The M.Ed. C&I: Mathematics is designed for teachers in Kindergarten through community college who want to enhance their content knowledge and skills in mathematics in order to increase student learning and understanding of foundational mathematics concepts. An

emphasis is placed on effective teaching strategies and practices that are aligned with the National Council of Teachers of Mathematics (NCTM) standards and that address developmental learning, acquiring proficiency, problem solving and demonstrating understanding in mathematics for all children. Integrated throughout the concentration courses is the effective use of technology to improve student outcomes in the Kindergarten through community college core curriculum.

Code	Title	Credits
EDCI 526	FOUNDATION MATHEMATIC CONCEPT	3
EDCI 536	TEACHING MEASUREMENT GEOMETRY	3
EDCI 546	TEACHING ALGEBRAIC DATA ANALYS	3
EDCI 556	TRANSFORMATIVE MATH DIFFERENTI	3
Total Credits		12

Methods and Curriculum Concentration (12 credits)

This is an elective program for all classroom teachers who desire strengthening instructional skills in a variety of curricular areas.

Code	Title	Credits
EDCI 528	FND CONCEPTS INCLUSIVE TEACH	3
EDCI 561	FOUNDATIONS OF STEAM	3
EDEL 533	LANGUAGE/CULTURE CLASSROOM	3
EDGR 520	CURRICULUM DESIGN & ASSESSMENT	3
Total Credits		12

Reading Interventionist Concentration (15 or 17 credits)

The M.Ed. C&I: Reading Interventionist enhances instructional skills in the area of reading, provides the knowledge and experience base needed to serve as a reading interventionist, and meets the content requirements for adding a "Reading Interventionist Endorsement" to a Preliminary license. Adding the Reading Interventionist to one's license requires: this concentration of courses, taking EDRD 550 READING INTERVENTNST PRACTICUM and passing the Praxis II Reading Specialist exam (5301).

Program Objectives

- Reading.I1: Expertise in the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and

informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

- Reading.I2: Effective instructional skills in the theoretical and knowledge bases of reading, including literacy acquisition, and the construction of meaning. Candidates will provide practical classroom applications and instructional practices in order to create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Reading.EF1: An understanding of literacy curriculum and engagement in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity as well as implement strategies to advocate for equity.
- Reading.EF2: The ability to assume a new role as a scholarly, principled instructional leader who integrates the district's vision through a standards-based literacy program.
- Reading.LT1: The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results in the area of reading.

Non-Licensure (15 credits)

Code	Title	Credits
EDRD 551	DIAGNOSIS & ASSESSMENT OF RDNG	3
EDRD 552	FOSTRG ENGMT RDG YA CHLD LIT	3
EDRD 553	ADV TECH FOR TCHNG READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORG MNGMNT READING PROG	3
Total Credits		15

Licensure (17 credits)

Code	Title	Credits
EDRD 551	DIAGNOSIS & ASSESSMENT OF RDNG	3
EDRD 552	FOSTRG ENGMT RDG YA CHLD LIT	3
EDRD 553	ADV TECH FOR TCHNG READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORG MNGMNT READING PROG	3
EDRD 550	READING INTERVENTNST PRACTICUM	2

Successful completion of the Praxis II Reading Specialist exam (5301)

Total Credits 17

Science Concentration (12 credits)

The M.Ed. C&I: Science is designed for teachers in Pre-K–12 who want to enhance their science content knowledge and skills to increase student learning and understanding of fundamental science concepts. An emphasis is placed on effective teaching strategies and practices that are aligned with the National Science Education Standards (NSES), and the standards of the National Science Teachers Association (NSTA), and that address inquiry methods for teaching science. Included in this course of study is the integration of technology to enrich science learning in the Kindergarten through Grade 14 science core curriculum and virtual laboratory experiences.

Code	Title	Credits
EDCI 527	THE NATURE OF SCIENCE	3
EDCI 537	PLANNING INQUIRY-BASED CLASSRO	3
EDCI 547	TRANSFORMATIVE SCIENCE DIFFERE	3
EDCI 557	TECHNOLOGY BASED SCIENCE CLAS	3
Total Credits		12

Science, Technology, Engineering, Arts, and Mathematics (STEAM) Concentration (12 credits)

The M.Ed. C&I: STEAM is designed to provide preK–12 teachers with the ability to connect their transformative education practices with the scientific and mathematical principles of critical thinking, problem solving, and inquiry for their students. This program also examines best practices for integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics), Common Core State Standards (CCSS) in Math and Language Arts, and the Next Generation Science Standards (NGSS).

Code	Title	Credits
EDCI 561	FOUNDATIONS OF STEAM	3
EDCI 562	STEAM INTEGRATION	3
EDCI 563	STEAM-ENHANCED CURRICULUM	3
EDCI 564	STEAM PROGRAM LEADERSHIP	3
Total Credits		12

Social Studies Concentration (12 credits)

The goal of the M.Ed. C&I: Social Studies (Pre-K–12) is to develop a concrete understanding

of the integration of the Social Studies curriculum with Project-Based Learning while invigorating the teaching of Social Studies professionals and energizing students to do historical work that will demonstrate the power of critical thinking in a globalizing world.

Code	Title	Credits
EDCI 572	HISTORICAL THINKING	3
EDCI 573	SOC STUDIES TOOLKIT	3
EDCI 574	GLOBAL CITIZENSHIP	3
EDCI 575	PROJ-BASED K-12 SOC STUD	3
Total Credits		12

Trauma and Resilience in Educational Settings Concentration (12 credits)

The M.Ed. C&I: Trauma and Resilience in Educational Settings supports in-service educators in becoming school, school district or community leaders with the understanding and use of trauma-informed and resilience building practices for the students, the school, and themselves. It will prepare leaders in what is becoming a central concern and focus for the public schools – effective responses to student trauma and the resilience necessary to thrive and learn.

Code	Title	Credits
EDCI 603	TRAUMA-SENSITIVE PRAC & RESLNC	3
EDCI 604	TRAUMA-SENSITIVE CLASSROOMS	3
EDCI 605	CREATING TRAUMA-SENSITIVE SCHL	3
EDCI 606	PRTC & LDRSHIP IN TRMA & RESLNC	3
Total Credits		12

EDCI 501 PRINCIPLES OF ETHICS AND LOGIC Credits: 3

This course will focus on the study of ethics and formal logic related to the profession of teaching and school administration. Contemporary issues within education will be explored and course principles will be used for application in one's immediate work environment. Candidates will investigate the use of valid and sound logic and articulate a personal code of ethics which includes the following components: accountability, respect, fairness, integrity and compassion.

EDCI 502 ADOL LITERACY: THE CHALLENGES Credits: 3

This course begins with a study of literacy for adolescents as a meaning-making strategic process, a skill that is essential to achieving proficiency in adolescent literacy. An examination of the sources of challenges to adolescent literacy will be completed – such as the explicit background knowledge needed across academic disciplines in order to successfully read content-area texts. Educators will gain an understanding of the characteristics and needs across the range of students who face challenges in adolescent literacy including struggling readers, reluctant readers, English language learners, students with learning disabilities, and returning young adults. Research-based approaches and best practices to address the challenges of adolescent literacy will be presented.

EDCI 503 ISS & ADVOCACY IN ERLY CHLD ED Credits: 3

This course provides an overview of the field of early childhood education by exploring its past, present and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Students will become familiar with advocacy for children and families at the local, state, and national levels.

EDCI 504 ECE: A CONSTRUCTIVIST APPROACH Credits: 3

This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.

EDCI 505 PLAY IN EARLY CHLDHD EDUCATION Credits: 3

This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the pre-school and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

EDCI 506 A DEV APP TO LANG ACQUISITION Credits: 3

Human beings are intimately and irrevocably linked to language. The topic of language acquisition poses profound questions about our understanding of the human mind and leads us to many fascinating and, at the same time, frustrating and complex areas of study. In this class students will start at the beginning of language development in children (Pinker, 2008). As Steven Pinker writes in *The Language Instinct: Languages are complex combinations of elegant principles and historical accidents*. We cannot design new ones with independent properties: we are stuck with the confounded ones entrenched in communities. Students will, through an interdisciplinary approach, learn how language is acquired from birth through a child's developmental years. Since children are developing their cognitive, perceptual, social and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.

EDCI 507 AC LIT: READ/WRITE IN DISCIPL Credits: 3

The elements essential to the teaching of reading in the academic disciplines will be addressed in this course. Content-embedded instructional practices that improve disciplinary literacy, the use of strategic tutoring, continuous progress monitoring through the use of ongoing formative assessment, data-based decision making and the development of a comprehensive interdisciplinary literacy program are a few of the features of an effective academic literacy program that will be studied.

EDCI 508 IMPR AD LIT:TRANS INT & TECH Credits: 3

The use of transformative intervention strategies and the innovative use of technology resources to support and improve adolescent literacy are the focus of this course. Electronic references, video supports such as virtual manipulatives and animated illustrations, digital text, text-to-speech, spell checkers, word prediction software along with how students can adapt the technology used in their daily lives are examples of resources that will be examined for their application in transformative intervention strategies used to improve adolescent literacy.

EDCI 512 ENVIRONMENT: PAST & PRESENT Credits: 3

This course is a study of the environmental history of Earth starting with an examination of the past status of nature, what the earth's past can contribute to an understanding of what may happen in the future, and continuing through to the earth's status today. Common, underlying themes that contribute to a study of the environment will be explored, such as thinking of the earth in terms of systems and interdependence; that is, everything on earth is connected to everything else. The targeted outcome for students in this course is well-developed environmental literacy.

EDCI 514 INSTR ANALYSIS & DEVELOP HPE Credits: 3

In this course, experienced health and physical educators will learn to analyze and evaluate systematically the quality of their teaching skills. Through a variety of lab exercises, as well as reading the professional literature, students will be able to assess their own instructional strategies and gain new perspectives on observing the learning experiences of their students.

EDCI 519 DIVERSITY IN HPE Credits: 2

In this course students will have the opportunity to identify, synthesize, and debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on examining curriculum, strategies, and behaviors that assist in this course students will have the opportunity to identify, synthesize, and debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on examining curriculum, strategies, and behaviors that assist in creating an inclusive and positive learning environment for individuals with disabilities and individuals from diverse ethnic and cultural backgrounds.

EDCI 522 INSTRUCTIONAL MENTORING Credits: 3

This course explores instructional mentoring techniques in collaboration, modeling, questioning strategies, key instructional strategies, formative assessment and observational strategies. Mentors are prepared to serve their schools and districts by supporting teachers and administrators in the quest of developing highly skilled, confident educators, and influencing the retention rate of beginning teachers entering the educational setting.

EDCI 523 TRANSFORMING TEACHING-RDG/ WRTG Credits: 2

This course allows teachers to examine their own reading and writing practices while examining the best of reading and writing research and practice and applying it to their own situations.

EDCI 524 TRANSFORMING TEACHING-WRITING Credits: 2

This course helps teachers improve their confidence and ability to teach writing in any genre, in any curriculum.

EDCI 525 TRANSFORMING TEACHING-READING Credits: 2

This course helps teachers learn how to use guided reading, shared reading, read-alouds, and other research-based practices to help student make sense of text.

EDCI 526 FOUNDATION MATHEMATIC CONCEPT Credits: 3

This course presents an overview of the principles set forth by the National Council for Teachers of Mathematics and is designed for teaching all learners: Equity, Curriculum, Teaching, Learning and Assessment. In the study of the historical perspective and the theoretical foundations of mathematical teaching, close attention is given to the connection between theorists and practical application in the classroom. Emphasis is placed on transformational learning based in a developmental, constructivist approach.

EDCI 527 THE NATURE OF SCIENCE Credits: 3

This course focuses on a view of science as a framework for understanding the natural world. Participants learn about the sciences as through a systematic gathering of information using various forms of direct and indirect observation and the testing of this information by building and applying investigation skills. Participants also investigate their biases and prejudgments about teaching and learning science and conduct an expansive but sophisticated study of natural laws and theories. Emphasis is placed on transformational learning based in a developmental, inquiry-based approach. As teachers of science, this course also encourages active participation in the community of science and the promotion of daily science education.

EDCI 528 FND CONCEPTS INCLUSIVE TEACH Credits: 3

The general education classroom teacher's role in identifying and teaching a growing population of students with other special needs in the general education classroom is the major focus of the Foundation Concepts for Inclusive Teaching. This course presents the fundamental concepts related to teaching students with disabilities and students with other special needs in transformative general education classrooms. Information on the history of special education and the federal policies related to serving students with disabilities in public schools is reviewed in the initial phase of the course. Included in this review is an analysis of the general education teacher's role in the various phases of serving students with disabilities in the general education classroom including the implementation of an Individualized Education Program (IEP) or a 504 plan. The second phase of the course will examine: the characteristics and needs of students with persistent academic disabilities, students with significant cognitive disabilities, and the categories of disabilities (high incidence and low incidence disabilities) as they relate to teaching students with disabilities in general education classrooms and are defined within the Individuals with Disabilities Improvement Act of 2004 (IDEA). A similar analysis of the characteristics and needs of students with other special needs who are served in general education classrooms will also be conducted. Accommodations, modifications and adaptations that support the success of students with disabilities and students with other special needs in transformative general education classrooms will conclude this course of study.

EDCI 530 ED TECH M.ED. (ECE/ HS) Credits: 3

This hands-on, project-based course is designed to foster a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology for elementary, middle school, and high school teachers. Topics will include how technologies enhance learning, which issues and concerns are important when implementing technology resources in schools and classrooms, current best practices for project-based learning that include strategies for incorporating authentic assessment, creating electronic portfolios, selecting appropriate educational software, participating in virtual learning communities, and addressing the ISTE/NETS Educational Technology Standards for Teachers and Students.

EDCI 531 CURRENT ENVIRONMENTAL ISSUES Credits: 3

This course develops the skills of critical thinking, self-discovery and problem solving, all essential to learning about and evaluating alternative points of view relative to both local and global environmental issues. Advocacy for a particular viewpoint or course of action is not considered in this course but, rather, learning about and investigating the environment in order to make informed decisions relative to each individual's role as a responsible steward of the Earth and its natural resources. Throughout the examination of environmental issues conducted in this course, close adherence to the fairness and accuracy recommendation of the North American Association's Environmental Education Guidelines for Excellence (1996, revised 2004) will be maintained.

EDCI 536 TEACHING MEASUREMENT GEOMETRY Credits: 3

This course will guide teachers in the development of a foundation for the teaching and learning of measurement and geometry through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of measurement and geometry in a meaningful, integrated manner. Emphasis is placed on student and teacher thinking, lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment. This course will foster a deeper understanding of the following pk-12 national standards, as well as the three NCTM curriculum focal points for each grade level (pk-12), in order to strengthen a teacher's thinking and perceptions of geometry as well as instructional practices which effectively increase student understanding of measurement and geometry.

EDCI 537 PLANNING INQUIRY-BASED CLASSROOM Credits: 3

This course emphasizes the need for learners to view themselves as scientists and as such to engage in raising questions, carrying out investigations, communicating methods, proposing explanations and solutions, using observation, and analyzing science practices. Emphasis is placed on the teacher as a scientist modeling the Scientific Method to fledgling scientists, using transformational learning steeped in a developmental, inquiry-based approach. The course will address planning for instruction, setting goals, teaching to standards, meeting curricular requirements, and teaching developmentally with a focus on student inquiry and knowledge construction as the basis for teaching and learning.

EDCI 542 CTE LEADERSHIP Credits: 3

This course is designed to help candidates gain the knowledge and skills needed to be a CTE leader in schools, businesses, and the community. Through the engagement of practical learning activities, candidates will develop leadership skills that contribute to the effectiveness of the organization. These skills will include preparing students for post-secondary transitions and future careers, strengthening accountability using data driven instruction, leading an effective Professional Learning Community, developing strategies for implementing Common Core State Standards, and moving away from the status quo to attain a new standard of excellence.

EDCI 544 TEACHING ENVIRONMENTAL EDUC Credits: 3

This course focuses on the systematic instruction of environmental education, taught through an age-appropriate, coherent sequence. The continued relevance of teaching and learning techniques originated in nature study and outdoor education – nature trails, wilderness education, and outdoor classrooms – are examined through first-hand experiences. The North American Association for Environmental Education's Guidelines for Excellence (1996, revised 2004) six key characteristics, used to guide the development or selection of comprehensive, high quality environmental education curricula, will be studied. In addition, strategies that can be utilized in teaching environmental education across the curricula – including language arts, math, social studies and science – are presented.

EDCI 545 PRINCIPLES OF COLLABORATION PARTNERSHIPS Credits: 3

The role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be defined and explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching and procedures essential to the successful inclusion of students with disabilities.

EDCI 546 TEACHING ALGEBRAIC DATA ANALYSIS Credits: 3

This course will guide teachers in the development of a foundation for the learning and teaching of algebraic concepts, data analysis, and probability through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of algebra, data analysis, and probability in a meaningful integrated manner. Emphasis is placed on student and teacher processing of algebra, on lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment.

EDCI 547 TRANSFORMATIVE SCIENCE DIFFERENTIATION Credits: 3

The focus of this course is to teach science using transformational teaching and learning strategies that are focused on meeting the needs of all learners through a developmental, constructivist approach. There will be an emphasis on differentiation in all aspects of the learning environment: setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiating teaching strategies, the iterative process and providing personalized anchor activities to solidify learning. The course will provide a plethora of practical ideas for making science a positive and transformational experience for teachers and learners alike.

EDCI 548 INCLUSIVE CLASSROOM: INTERVENTIONS Credits: 3

The effective use of transformational instructional strategies and interventions to address the needs of all students in an inclusive classroom will be studied. Accommodations and modifications appropriate to the regular classroom that provide access to the general education curriculum specific to the categories of disabilities defined in the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be identified. A focus on differentiated instruction and adaptations appropriate for students with other special learning needs (students with gifts and talents, English language learners and low language native English speakers, students at-risk for school failure) will be included.

EDCI 549 EFFECTIVE CLASSROOM MGMT STRAT Credits: 3

The focus of this course is the use of strategies and procedures proven effective in establishing and maintaining a positive and supportive learning environment for all students in an inclusive general education classroom. Practical, preventative strategies rooted in positive teacher-student relationships and well-designed learning activities as well as more formal classroom management strategies will be studied. In addition, effective responses to inappropriate and disruptive behavior will be identified with an emphasis on appropriate academic and social behavior development that results in optimal student motivation and engagement.

EDCI 551 TRANSFORM LEARNING & ENV EDU Credits: 3

Students will gain the knowledge and skills necessary to be informed and transformative leaders in environmental education.

EDCI 556 TRANSFORMATIVE MATH DIFFERENTI Credits: 3

The focus of this course is transformational teaching and learning that meets the needs of all learners through a developmental, constructivist approach. There will be an emphasis on setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiated teaching strategies including interactive age-appropriate games and manipulatives, and providing anchor activities to solidify learning. Technology is considered an integral part of teaching and learning math in the differentiated classroom and will include the strategic use of technology resources such as SmartBoard technology, digital tools, computers, calculators, online digital games, and podcasts along with Internet-based resources. The course will provide a plethora of practical ideas for making math a positive and transformational experience for teachers and learners alike.

EDCI 557 TECHNOLOGY BASED SCIENCE CLAS Credits: 3

The inquiry-based science classroom is enhanced through the use of innovative technology tools and resources that are available to classroom teachers. This course will focus on the use of educational technology as a vital means to transform science education through enhancing critical thinking and problem-solving skills in children using technology as inquiry-based learning tools in ways similar to those of practicing scientists. The use of Internet images, virtual science labs and field trips, simulations, digital microscopes and digital cameras, multimedia packages, global information systems, science computer databases and computer-based laboratories are examples of the resources studied and applied in this class.

EDCI 558 BUSINESS & COMMUNITY PARTNRSHP Credits: 3

This course is designed to provide candidates with an opportunity to create and sustain high quality partnerships between schools, businesses and the community by examining exemplary models in the field. Candidates will develop skills enabling them to identify workforce competencies in established and emerging careers from local industry sectors to incorporate into the CTE curriculum at the high school and community levels, as well as how to construct an articulated dual credit agreement between the high school and community college.

EDCI 561 FOUNDATIONS OF STEAM Credits: 3

Candidates will gain an in-depth understanding of the historical and contemporary practices of integrating the principles and skills of STEAM (STEM plus Arts: Science, Technology, Engineering, Arts, and Mathematics) content into and across the curriculum as they understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, questioning, creating and testing.

EDCI 562 STEAM INTEGRATION Credits: 3

The application of scientific, technological, engineering, and mathematical skills and principles naturally occurs in those specific content area courses when STEM education is the focus. Throughout this course, candidates will more intentionally focus on STEAM education, developing their integration of Liberal Arts (to include Language Arts and Social Studies) and Fine Arts in the learning environment.

EDCI 563 STEAM-ENHANCED CURRICULUM Credits: 3

Candidates will apply knowledge gained in the area of STEAM education, whereby the implementation and assessment of STEAM principles and skills in both the teaching and learning process will be emphasized. Best practices in STEAM education will be discussed in order to improve student learning in relation to state and national standards.

EDCI 564 STEAM PROGRAM LEADERSHIP Credits: 3

Candidates will engage in critical dialogue about what it means to begin, develop, and lead STEAM initiatives at the classroom, school, district, state, and/or national levels. Candidates will focus on becoming STEAM program leaders by recognizing their important role as change agents, program administrators, curricular leaders, and advocates for comprehensive STEAM education.

EDCI 567 MINDSET FOR EDUCATION TECH Credits: 3

This course is designed to provide candidates with the knowledge and skills necessary to effectively integrate technology into the K-12 classroom. In addition, attention is given to the importance of using technology to meet the needs of modern learners.

EDCI 568 CURRENT TRENDS IN EDUCATION TECH Credits: 3

This course will provide candidates with the opportunity to expand on their knowledge of and practice with current and emerging educational technology within the K-12 classroom.

EDCI 569 RESEARCH IN EDUCATIONAL TECH Credits: 3

This course is designed to prepare candidates to implement and support educators as they select current research-based best practices in educational technology and incorporate those practices into their educational practice.

EDCI 570 PROJ BASED LEARNING EDUCATION TECH Credits: 3

This course is designed to offer candidates the opportunity to demonstrate their ability to develop a real-world educational technology project while integrating their prior knowledge.

EDCI 572 HISTORICAL THINKING Credits: 3

This course is an opportunity for teachers to explore the work that is being done through incorporating Historical Thinking activities within the K-12 curriculum. Course participants will be challenged to examine their present content and assess where they could improve their practice through the inclusion of primary source materials, civic discourse protocols, or critical thinking schemes. Participants will engage in close reading of contemporary scholarship in history education.

EDCI 573 SOC STUDIES TOOLKIT Credits: 3

Tired of only using the textbook? This course will teach you not only about the wide range of resources that have become available by the web that should augment your teaching, it will also teach you how to access community programs like state historic sites and national museums in order to create engaging lessons. Through this course, you will acquire a rationale on integrating the web into your social studies curriculum while building a usable database of websites and lesson plans.

EDCI 574 GLOBAL CITIZENSHIP Credits: 3

Social Studies classes should be the place where students explore the world around them, both locally and globally. In this course, social studies teachers will explore the larger dynamics and questions regarding both the history of global inequality and the current, inter-connected global society of the 21st century. This course, which will integrate anthropology, geography and civics, will improve social studies instruction in K-12 by providing more engaging lessons while integrating the latest theory and knowledge regarding culture and globalization. After taking this course, teachers will be able to enable their students to understand and appreciate diverse cultural groups while embracing the concept of global citizenship.

EDCI 575 PROJ-BASED K-12 SOC STUD Credits: 3

In this course, participants will learn how to enliven their Social Studies curriculum and meet the needs of a diverse group of participants. By integrating required benchmarks and standards, and using their students' interests and natural curiosity, they will not only create an active learning community, but will also raise academic expectations. Over the course of the class, participants will complete hands-on activities that mirror what they will be doing in their own classrooms. They will leave with a concrete understanding of both Social Studies curriculum integration, and Project Based Learning.

EDCI 587 THE ETHICAL EDUCATOR Credits: 3

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their professional lives and to ensure that the institutional policies and practices of the system in which they work are committed and adhere to the application of ethical practice. A study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that support or do not support ethical practice. As a result of the activities and discussions completed in this course, educators will have the opportunity to transform their personal and professional ethical priorities.

EDCI 589 EMERGENT LITERACY Credits: 3

This course examines the development of literacy skills in young children, ages 0-8. Topics include the reading/writing connection, use of trade books and thematic literature, and current research in the field of literacy development.

EDCI 590 EQUITY/JUSTICE IN CLASSROOM Credits: 3

This course is designed to empower participants toward philosophical and practical change in support of equity and social justice, by preparing and supporting educators to think critically, transform practice, promote justice, and become change agents in their classrooms and in their districts and communities. Scholarly work will be linked to real world examples, focusing on how race, religion, gender and class are woven into the field of education. Activities and discussions will equip participants with the tools needed to create a classroom culture in which equity, equality, and social justice are shared values.

EDCI 593 CASE STUDIES IN LAW AND ETHICS Credits: 3

This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education form the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.

EDCI 596 BIBLE LIT FOR ENG/HUM TEACHERS Credits: 3

This course is designed for teachers who want to better understand the Bible, integrate the Bible into an English or humanities course, or teach a Bible as Literature course. Participants will study the Bible literature and curriculum and instruction strategies so that they can acquire discreet Bible knowledge for a well-rounded education in order to integrate the Bible into their English or humanities course or teach a full course in Bible as literature.

EDCI 599 PRACTICUM ENDORS/AUTH LVL Credit: 1,2

This course provides candidates desiring to add another authorization level or endorsement a venue in which to demonstrate and document the additional competencies required for that specific instructional load. Candidates are assigned to schools and classrooms in accordance with their authorization levels and district needs. Practicum candidates are required to complete 90 contact hours and create and teach one TSPC-required work sample.

EDCI 600 RESEARCH SEMINAR Credit: 1

This course is a required piece of the Research Concentration, one of the options a person who has earned a master's degree may choose for earning the Continuing Teaching License. It is open to candidates at any authorization level. This overview course reviews the important elements of designing and implementing meaningful Action Research.

EDCI 603 TRAUMA-SENSITIVE PRAC & RESLNC Credits: 3

Course content addresses the definition, and influences of trauma on children – socially, emotionally, physically, and academically. Topics covered will include indicators of trauma in students, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, and other strategies that support teachers. Resilience as a factor in responding to trauma will be explored.

EDCI 604 TRAUMA-SENSITIVE CLASSROOMS Credits: 3

Course addresses using social-emotional learning strategies and content for recognizing, understanding, and responding to trauma and toxic stress, developing trauma-sensitive classroom spaces and behavioral practices, and using trauma-informed approaches to foster student, teacher, and family relationships.

EDCI 605 CREATING TRAUMA-SENSITIVE SCHL Credits: 3

Course addresses characteristics of a school environment sensitive and responsive to trauma and toxic stress, staff development and professional support for teachers and staff, and the role of families and community partners in developing a trauma-sensitive school.

EDCI 606 PRTC & LDRSH IN TRMA & RESLNC Credits: 3

Course addresses methods for collaboration with colleagues to implement a trauma-sensitive lens in professional practices and school leadership. Practical application of teacher well-being strategies will be explored. Candidates will analyze an area of interest to improve professional practice with a trauma-sensitive lens.

EDCT 501 FRAMEWORKS FOR TEACHING CTE Credits: 3

This course begins with an opportunity for the student to outline personal and professional goals in a Professional Education Plan (PEP). The plan (PEP) is based on a pre-assessment of the candidate's skills, competencies, and work environment. This foundational course in the program provides the student with a research-based set of components of instruction in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the domains are 22 components and 76 descriptive elements of what teaching is all about. Learning activities apply the framework of teaching to CTE instructional program delivery. The text for this course is *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.

EDCT 505 BASIC TEACHING SKILLS Credits: 3

This course is designed to equip education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

EDCT 509 EFFECTIVE CLASSROOM MANAGEMENT Credits: 3

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509A EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509B EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509C EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 513 INTRODUCTION TO CTE Credits: 3

A review of the development of career and technical education (CTE) — previously known as vocational education/vocational and technical education — and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE's role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

EDCT 537 EVAL/ASSMNT TEACHING/ LEARNING Credits: 3

This course examines a variety of assessment tools and methods that impact the practices of CTE teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

EDCT 567 INTRODUCTION TO CTE Credits: 3

This course introduces new career and technical teachers to the essential skills and competencies necessary to create student-centered learning environments. Candidates will review the current and historical perspectives of career and technical education (CTE), be assigned a mentor, and will learn to design and deliver effective CTE lessons and courses. This class is part of a preparation program that meets Oregon Teacher Standards and Practices requirements for a three-year Professional Technical License outlined in OAR 584-042-0006.

EDCT 568 MATH IN CAREER AND TECH EDU Credits: 3

Math in Career and Technical Education teaches CTE teachers how to integrate math into their career and technical education program. Using the Oregon Common Core State Standards for Mathematics, the CTE teacher learns how to create math-enhanced lessons which teach knowledge and skills that high school students need for success in college and careers. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state math standards. This course is designed to teach the CTE teacher how to analyze each lesson and make revisions to integrate math into the CTE instructional program.

**EDCT 570 LITERACY IN CAREER & TECH
EDU Credits: 3**

This course is designed to build instructional skills to integrate literacy into the CTE instructional program. Students will study information-rich content that teaches them how to integrate content-area reading and writing strategies to aid student learning. The course provides numerous enrichment activities to help teachers incorporate literacy skills into their instructional program. Using the Common Core State Standards for English Language Arts and Literacy, the student learns how to create literacy-enhanced learning activities and apply and refine them in practical application experiences. The student learns how to bridge literacy and CTE vocabulary and target specific learning outcomes based on district and state literacy standards.

EDCT 604 CTE CAPSTONE Credits: 3

CTE Capstone is an integrative learning experience in which students bring together the knowledge and skills they have acquired in the Master of Education in Career and Technical Education degree program at Concordia University. Candidates will learn more about the action research methodology, complete final edits at the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will NOT be implemented with students/ participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research focused on issues of importance to CTE in their classroom, school, district or other work environment.

**EDEL 431 STRAT & MAT FOR TEACHING
ELL Credits: 3**

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in English to Speakers of other Languages (ESOL), the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDEL 432 LINGUISTICS Credits: 3

This course provides an in-depth study of the principles of linguistics (phonology, morphology, syntax and semantics) from a historical, cultural, and socio-linguistics perspective.

Prerequisites: WR 121 with a C or higher.

**EDEL 433 LANGUAGE/CULTURE
CLASSROOM Credits: 3**

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

**EDEL 434 LANGUAGE
ACQUISITION Credits: 2**

This seminar examines the teaching of English to speakers of other languages (ESOL) from the perspective of curricular design and educational technology. An understanding of issues and resources related to curriculum design and educational technology will assist participants in planning ESL programs and equipping students with appropriate media resources, and earning the ESOL/Bilingual Endorsement.

**EDEL 435 ASSESSING ENGLISH
LEARNERS Credits: 2**

This seminar will examine the teaching of English to speakers of other languages (ESOL) from an educational assessment and evaluation perspective. An understanding of issues and resources related to this topic will assist participants in planning ESL programs, equipping students, teachers and the community with the appropriate instructional resources, and earning the ESOL/Bilingual Endorsement.

EDEL 437 ESOL PRACTICUM Credits: 2

Used to obtain an English Speakers of Other Languages (ESOL) endorsement. A minimum of 90 hours is spent in an assigned ESOL classroom. The students are assigned to schools and classrooms according to their authorization areas. Students are required to complete 90 contact hours for 2 credits at the assigned schools. Students create and teach one TSPC-required work sample.

Prerequisites: State Fingerprinting required.

**EDEL 531 STRAT & MAT FOR TEACHING
ELL Credits: 3**

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDEL 532 LINGUISTICS Credits: 3

This course provides an introduction to language as a system emphasizing the interconnectedness between linguistics and pk-12 teaching and learning. Students explore the principles necessary to teach language, including phonology, morphology, syntax, semantics, and pragmatics. Emphasis is placed on the four language skills (listening, speaking, reading, and writing). The course is designed to assist candidates in making linguistically informed decisions about first and second language teaching. Additionally, candidates are introduced to various grammar points that may pose difficulty for English language learners. The course covers various aspects of language from a historical, cultural and sociolinguistic perspective.

**EDEL 533 LANGUAGE/CULTURE
CLASSROOM Credits: 3**

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

**EDEL 534 LANGUAGE
ACQUISITION Credits: 2**

This course examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationship with each other and the teaching/learning process. Additional topics include Oregon's English Language Proficiency Standards, the Forms and Functions of language targeted in state assessments, and the impact of language proficiency on evaluation for TAG and Special Education services.

**EDEL 535 ASSESSING ENGLISH-
LEARNERS Credits: 2**

This course will present an overview, rationale and framework for assessment of English-learners at the K-12 level. Students will be introduced to the variables that come into play when assessing students whose native language is not English. The primary focus is assessment of English-learners for identification, program placement, and exiting from service. Also covered will be identification of all ELL students for Special Education and TAG, ongoing language proficiency assessments, standards-based assessment measures, and classroom-based assessments.

EDEL 536 CONTEMPRY EDCTNL THGHT IN ESOL Credits: 3

This course is designed to identify, review and analyze major trends and issues impacting the contemporary local, state and national educational scenes related to ESOL. The intent of this course is to provide course members with the opportunity to critically analyze contemporary issues in ESOL. This course will stimulate informed and intellectual discussions regarding important issues through critical review of research-based practices, discussion of controversial issues and contemplation of the most current legal case law decisions shaping ESOL policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of ESOL students. An ongoing active investigative dialogue should result in willingness on the part of the course participants to promote a positive democratic society, uphold ethical practices and foster inclusive citizenship through effective change in their own schools and classrooms, on behalf of ESOL students, families of ESOL children and the school professional who serves these children.

EDEL 537 ESOL PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, ESOL specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed ESOL specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the English language acquisition pedagogy explored throughout the ESOL endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University ESOL supervisor who will visit or make contact with the ESOL specialist candidate a minimum of four times during the course of the practicum. The ESOL practicum must take place in a classroom with ELL student(s) using ELP standards.

EDGR 500 PROF PLAN SEMINAR (PPS) Credit: 1

The Professional Planning seminar (PPS) sets the stage for the candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce these goals—all tied to Oregon state competency standards (Teaching Competencies, Preliminary Administrator, or Professional Administrator Competencies.) The candidate completes an individualized Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies (in relation to the State competency standards), and work environment.

EDGR 502 DEV CHAR THRU CURR Credits: 3

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 506 CHARACTER/ETHICS OF LEADERSHIP Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDGR 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDGR 535 THEORIES OF TCHNG/ LRNING Credits: 3

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595 COMMUNITY OF LEARNERS Credits: 3

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.

EDGR 598 PROF DEVELOPMENT Credits: 1-3

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDGR 599 EXPERIMENTAL COURSE Credit: 1

Experimental Course. Contact department for course description.

EDGR 601 EDUCATIONAL RESEARCH Credits: 3

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

EDGR 602 CONTEMP EDUCATIONAL THOUGHT Credits: 3

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602A CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602B CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602C CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 605 INSTR LDRSHP/CLASSROOM EVAL Credits: 3

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

EDGR 606 USING DATA IMP STUDENT ACHVMNT Credits: 3

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students in this course, collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels. This course is for students having either an instructional or administrative-focused program.

EDGR 607 STRATEGIES ENHANCE ACHIEVEMENT Credits: 3

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

EDGR 608 LRNG FRWRD:USNG PRFRMC ASSMNT Credits: 3

The right tool needs to be matched to the right job, and so it is with assessments: the right assessment must be matched with the purpose of that assessment. The traditional formats of Formative and Summative Assessments provide critical data but do not show how students can APPLY what they've learned. Well-designed Performance Assessments and Tasks provide the opportunity for students to demonstrate higher order thinking skills beyond simple recall of information. This type of assessment has students apply what they know, and provides educators data to modify and adjust their instruction to assist students to learn what they do not yet know. This course will assist educators design end effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

EDGR 620 SCHOOL/COMM PARTNERS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDGR 626 ORGANIZATIONAL CHANGE Credits: 3

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

EDGR 696 PRACTITIONER INQUIRY Credits: 3

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions (Samaras, 2011). Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 697 PROF ASSESSMENT SEMINAR Credit: 1

During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher) or 584-080-0051 (administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDGR 698 ACTION RESEARCH Credits: 3
Action Research is one of the capstone projects for the Master of Education program. During this course, candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 699 THESIS Credits: 3

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field education. The student, working with their thesis instructor, will explore relevant literature and present a thesis following the procedure established by the College of Education.

Prerequisites: EDGR 601 with a B- or higher.

EDHP 515 ISSUES/RESEARCH IN HPE Credits: 3

This course will challenge the experienced educator to review, discuss, synthesize, and apply current issues and research pertinent to the teaching of health and physical education. Students will utilize technology to assist in the search, development, and presentation of individual and collaborative projects. Learning activities will promote the development of a new repertoire of instructional and evaluative techniques and will include strategies for meeting the needs of a diverse student population, including students with special needs.

EDHP 516 AUTH & ALTERNATIVE ASSESS IN HPE Credits: 3

In this course experienced health and physical educators will examine authentic and alternative methods of assessing student learning and holding students accountable to local, state, and national standards.

EDHP 517 INNOVATIVE CURR IN HPE Credits: 3

The goal of this course is to examine innovative curriculum models and activities related to the field of health and physical education. Specifically, the course will examine programs and scholarly research in the related field and directly apply concepts learned to existing and/or prospective programs and facilities. Students will examine psychological effects in the use of innovative curriculum methods.

EDHP 518 MANAGING THE DIVERSE HPE ENVR Credits: 3

In this course experienced health and physical educators will learn to develop a repertoire of practical consequences to use when students misrepresent classroom expectations. The processes and strategies presented will enhance teacher self-confidence and student self-esteem, invest in student social problem solving and self-regulation as serious components of the health and physical education curriculum and instruction and to enhance mediation skills with students.

EDHP 519 HEALTH PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, health education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed health education specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the health education pedagogy explored throughout the health education endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University health education supervisor who will visit or make contact with the health education specialist candidate a minimum of four times during the course of the practicum. The health education practicum must take place in a health education classroom.

EDHP 520 PE PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, physical education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed physical education specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the physical education pedagogy explored throughout the physical education endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University physical education supervisor who will visit or make contact with the physical education specialist candidate a minimum of four times during the course of the practicum. The physical education practicum must take place in a physical education setting (i.e. gym, etc).

EDRD 550 READING INTERVENTNIST PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission (TSPC), Reading Interventionist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed Reading Interventionist, who will be known as the mentor. The majority of practicum hours will be spent teaching and observing in a TSPC/Concordia approved school environment, and may also include planning and attending meetings directly related to the placement and reflecting the reading pedagogy explored throughout the reading endorsement coursework. The mentor and candidate will meet on a weekly basis for goal setting and reflection. The candidate will also work with a Concordia University Supervisor who will conference with and observe the candidate with the mentor, either in person or virtually (for distance students) during the course of the practicum.

Prerequisites: EDRD 551, EDRD 552, EDRD 553, EDRD 554, and EDRD 555 with a B- or higher.

EDRD 551 DIAGNOSIS & ASSESSMENT OF RDNG Credits: 3

This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

Corequisites: EDRD 550.

EDRD 552 FOSTRG ENGMT RDG YA CHLD LIT Credits: 3

Reading professionals will build on foundational skills in instruction of comprehension and engagement, utilizing various genres of young adult and children's literature Pre-K through Grade 12. Current issues and trends in young adult and children's literature will also be examined.

EDRD 553 ADV TECH FOR TCHNG READING Credits: 3

This course explores the theoretical and knowledge bases of reading, includes literacy acquisition, and the construction of meaning and provides practical classroom applications and instructional practices.

EDRD 554 CURRENT ISSUES IN LITERACY Credits: 3

This course discusses current areas of concern and best practices in instruction being researched in the field of literacy. Students will collaborate with their peers, sharing information on special issues and reading researchers.

EDRD 555 ORG MNGMNT READING PROG Credits: 3

The course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of the literacy coach, and program evaluation and improvement. The course will explore the major components of a school-wide literacy program, and ask candidates to step outside of the classroom and assume a new role as a scholarly, principled instructional leader who integrate the district's vision through a standard-based literacy program.

Master of Education in Educational Leadership

This degree is designed for classroom teachers desiring to develop leadership skills and teachers considering careers in educational administration that facilitate quality learning experiences for all students.

Program Objectives

In addition to meeting the objectives for all M.Ed. programs, successful candidates in the M.Ed. in Educational Leadership will demonstrate skills in:

- EL.I1: Designing and implementing curriculum or school-based instructional initiatives that reflect current knowledge of research and trends in technology and academic content for all learners.
- EL.I2: Consulting, being able to assess the classroom and school environments, and making appropriate, research-based recommendations for school and classroom improvement.
- EL.EF1: Providing leadership that encourages academic and personal excellence for students through effective mentorship of educational professionals that is responsive to individual, classroom, school, and community diversity.
- EL.EF2: Providing classroom and/or school-based leadership to support colleagues in the faculty development process.
- EL.LT1: Taking a leadership role in developing a collaborative work environment that incorporates the use of research-based best practices.

M.Ed. in Educational Leadership Course Requirements

Code	Title	Credits
EDGR 506	CHARACTER/ETHICS OF LEADERSHIP	3
EDGR 535	THEORIES OF TCHNG/LRNING	3
EDGR 595	COMMUNITY OF LEARNERS	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 602	CONTEMP EDUCATIONAL THOUGHT	3
or all three of the following:		
EDGR 602	CONTEMP EDUCATIONAL THOUGHT (1)	
EDGR 60	CONTEMP EDUCATIONAL THOUGHT (1)	
EDGR 602	CONTEMP EDUCATIONAL THOUGHT (1)	
EDGR 607	STRATEGIES ENHANCE ACHIEVEMENT	3
EDGR 620	SCHOOL/COMM PARTNERS	3
EDGR 626	ORGANIZATIONAL CHANGE	3
EDCI 593	CASE STUDIES IN LAW AND ETHICS	3
EDGR 698	ACTION RESEARCH	3
or EDGR THESIS		
or EDGR PRACTITIONER INQUIRY		
Total Credits		30

EDGR 500 PROF PLAN SEMINAR (PPS) Credit: 1

The Professional Planning seminar (PPS) sets the stage for the candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce these goals—all tied to Oregon state competency standards (Teaching Competencies, Preliminary Administrator, or Professional Administrator Competencies.) The candidate completes an individualized Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies (in relation to the State competency standards), and work environment.

EDGR 502 DEV CHAR THRU CURR Credits: 3

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 506 CHARACTER/ETHICS OF LEADERSHIP Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDGR 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDGR 535 THEORIES OF TCHNG/ LRNING Credits: 3

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595 COMMUNITY OF LEARNERS Credits: 3

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.

EDGR 598 PROF DEVELOPMENT Credits: 1-3

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDGR 599 EXPERIMENTAL COURSE Credit: 1

Experimental Course. Contact department for course description.

EDGR 601 EDUCATIONAL RESEARCH Credits: 3

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

EDGR 602 CONTEMP EDUCATIONAL THOUGHT Credits: 3

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602A CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602B CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602C CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 605 INSTR LDRSHP/CLASSROOM EVAL Credits: 3

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

EDGR 606 USING DATA IMP STUDENT ACHVMNT Credits: 3

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students in this course, collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels. This course is for students having either an instructional or administrative-focused program.

EDGR 607 STRATEGIES ENHANCE ACHIEVEMENT Credits: 3

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

EDGR 608 LRNG FRWRD:USNG PRFRMC ASSMNT Credits: 3

The right tool needs to be matched to the right job, and so it is with assessments: the right assessment must be matched with the purpose of that assessment. The traditional formats of Formative and Summative Assessments provide critical data but do not show how students can APPLY what they've learned. Well-designed Performance Assessments and Tasks provide the opportunity for students to demonstrate higher order thinking skills beyond simple recall of information. This type of assessment has students apply what they know, and provides educators data to modify and adjust their instruction to assist students to learn what they do not yet know. This course will assist educators design and effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

EDGR 620 SCHOOL/COMM PARTNERS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDGR 626 ORGANIZATIONAL CHANGE Credits: 3

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

EDGR 696 PRACTITIONER INQUIRY Credits: 3

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions (Samaras, 2011). Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers. **Prerequisites:** EDGR 601 with a B- or higher.

EDGR 697 PROF ASSESSMENT SEMINAR Credit: 1

During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher) or 584-080-0051 (administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDGR 698 ACTION RESEARCH Credits: 3

Action Research is one of the capstone projects for the Master of Education program. During this course, candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 699 THESIS Credits: 3

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field education. The student, working with their thesis instructor, will explore relevant literature and present a thesis following the procedure established by the College of Education.

Prerequisites: EDGR 601 with a B- or higher.

Master of Education in Special Education (SPED)

No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

Program Objectives

In addition to meeting the objectives for all Concordia's M.Ed. programs, successful candidates in the M.Ed. Special Education Program will:

- Demonstrate knowledge of and apply current evidenced-based practices that fulfill legislative requirements for the assurance of FAPE on behalf of students with disabilities.
- Demonstrate knowledge of and apply skills in individual education plans, developing individualized instructional plans founded on data based decision making on behalf of students with disabilities.

- Demonstrate knowledge of and apply skills in collaboration practices relates to parents, general education teachers and other relevant team members related to providing special education services on behalf of students with disabilities.
- Demonstrate knowledge of special education research and current issues in the field of special education related to developing individualized instructional plans on behalf of students with disabilities.
- Demonstrate knowledge of critical characteristics of inclusive learning environments that reflect best practices related to cultural responsive assessment and teaching practices on behalf of students with disabilities.
- Exhibit and self-reflect on their own professional ethical and leadership practices reflecting knowledge of individual student learning characteristics student strengths and unique learning differences.

These objectives align with the Accreditation Standards of the Oregon Teacher Standards and Practices Commission (TSPC), Council for Exceptional Children (CEC), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Council for Accreditation of Educator Preparation (CAEP).

Master of Education in Special Education K-12 with Endorsement (OR and WA residents only) Program Goal

The Master of Education (M.Ed.) in Special Education with Endorsement program is offered by Concordia University- Portland, a member of Concordia Online Education. This program is designed for candidates who hold a teaching license who would like to pursue a Master of Education in Special Education with an Endorsement. This program provides candidates with the knowledge and skills to promote, advocate and support learning to ensure meaningful access to the general education curriculum and positively impact quality of life outcomes for students across the full range of disabilities.

The M.Ed. in Special Education with Endorsement program from Concordia University prepares educators to teach the full continuum of students with disabilities (students with Mild, Moderate and Severe Disabilities at K-12 levels).

Candidates who successfully complete this program of study will earn the Master of Education (M.Ed.) in Special Education and may be qualified for the Oregon Special Education Added Endorsement, provided that a candidate meets Oregon State TSPC requirements. Concordia Portland cannot guarantee licensure or endorsement based on the completion of this Oregon state-approved program. It is the candidate's responsibility to check with the respective state licensing agency in order to determine if specific certification requirements are met as a result of completing this program.

M.Ed. in Special Education K-12 with Endorsement Course Requirements

Code	Title	Credits
EDSP 510	INTRO TO SPECIAL EDU K-12 LEVL	3
EDSP 522	DEV&APPLYNG SKLS CURCM K-12 LV	3
EDSP 524	SPED TCHR LDRSHPRAC K-12 LEV	3
EDSP 525	PRAC IN LA,LITCY,MATH K-12 LEV	3
EDSP 526	MANGNG&TCHNG LRNG ENV K-12 LEV	3
EDSP 572	STDNT ASMNT & EVAL K-12 LEVEL	3
EDSP 622	LEGAL ASPCTS OF SPED PRACTCE	3
EDSP 598	PRACTICUM I (MILD,MOD,SEVRE)	2
EDSP 599	PRACTICUM II (MILD,MOD,SEVRE)	2
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 698	ACTION RESEARCH or EDGR 694 THESIS or EDGR 696 PRACTITIONER INQUIRY	3
Total Credits		31

Please Note: the coursework for the Special Education program must be completed in a specific sequence. The advisor for the College of Education will map this out with each enrolled student

The ORELA/NES Special Education Test must be taken and passed before the Oregon special education added endorsement can be added to your Oregon license.

Master of Education in Special Education (SPED)-(Non-Endorsement) Program Goal

The M.Ed. in Special Education (non-endorsement) is designed for teachers and other professionals who seek specialization in the education of students with disabilities, ranging from students with mild to significant cross-categorical disabilities. Obtaining an M.Ed. in Special Education can prepare professionals to fill a critical gap in providing service to students with disabilities.

This program provides for a practical, research- and evidence-based course of study on the latest theories and practices associated with the education of students with special needs in American public schools. An M.Ed. in Special Education may also provide a means to expanding potential career-building opportunities that come from obtaining an advanced degree in this field.

This is a non-licensure program designed for degree candidates interested in having a professional and meaningful impact on the education of students with disabilities. Courses are offered at the elementary and secondary level. It is recommended that candidates register for courses at the level of their existing license.

M.Ed. in Special Education (SPED) (Non-Endorsement) Course Requirements

Code	Title	Credits
EDSP 510	INTRO TO SPECIAL EDU K-12 LEVL	3
EDSP 522	DEV&APPLYNG SKLS CURCM K-12 LV	3
EDSP 524	SPED TCHR LDRSHPRAC K-12 LEV	3
EDSP 525	PRAC IN LA,LITCY,MATH K-12 LEV	3
EDSP 526	MANGNG&TCHNG LRNG ENV K-12 LEV	3
EDSP 572	STDNT ASMNT & EVAL K-12 LEVEL	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDSP 622	LEGAL ASPCTS OF SPED PRACTCE	3
EDSP 602	CONTEMP EDUCNL THOUGHT IN SPED	3
EDGR 698	ACTION RESEARCH or EDGR THESIS	3

or EDGR PRACTITIONER INQUIRY

Total Credits 30

Please Note: the coursework for the Special Education program must be completed in a specific sequence. The advisor for the College of Education will map this out with each enrolled student.

EDSP 510 INTRO TO SPECIAL EDU K-12 LEVL Credits: 3

This course focuses on familiarizing the candidate with special education practices in today's schools. To include the purpose and history of special education, the special education identification process to serve students in need of specially designed instruction, identify practices for special education such as access to the general education curriculum and inclusive practices. This course addresses the full continuum of disabilities and services ranging from early childhood special education to transitions to adulthood.

EDSP 520 APPLIED SYSTEMATIC INSTRUCTION Credits: 3

This course analyzes pedagogical features of systematic, applied, embedded and naturalistic instructional approaches, not limited to the traditional direct trial instruction in one-on-one format of ABA. Informed and intellectual discussions about important issues, research-based practices, the provision of FAPE, equitable access to the grade-appropriate core curriculum for students with Autism Spectrum Disorder/Developmental Disabilities, is offered.

Prerequisites: EDSP 602 with a B- or higher.

EDSP 522 DEV&APPLYNG SKLS CURCM K-12 LV Credits: 3

This course is designed to prepare participants with the skills to effectively develop and implement functional curriculum and related-skills programming and use data-based decision making across applied and naturalistic paradigms meaningful for the full continuum of students with disabilities, with a specific focus on school-age students with significant disabilities and ASD. The candidate will learn evidence-based instructional strategies, methods, and supports such as assistive technology and augmentative communication systems, as applied across varied instructional settings.

Prerequisites: EDSP 525 with a B- or higher.

EDSP 524 SPED TCHR LDRSHPRAC K-12 LEV Credits: 3

In this course, the candidate will learn how to develop an IEP, how to coordinate meetings and how to work collaboratively with families and other education personnel including paraeducators, related services professionals, general education teachers, school administrators and any others relative to the education of students within the full continuum of disabilities. This course also addresses classroom administration, scheduling logistics and understanding resource allocation as it pertains to providing access and inclusion across instructional settings for students eligible for special education services.

Prerequisites: EDSP 526 with a B- or higher.

EDSP 525 PRAC IN LA,LITCY,MATH K-12 LEV Credits: 3

The purpose of this course is to examine foundational strategies and methodologies related to language arts (reading, writing, speaking, listening), literacy in the content areas, and mathematics. The candidate will develop skills in applying evidence-based instructional strategies relevant to the full continuum of students with disabilities in a variety of instructional settings. These courses address the application of Universal Design for Learning (UDL) during instruction to promote learning for students with disabilities, and for students with disabilities who are English language learners.

Prerequisites: EDSP 572 with a B- or higher.

EDSP 526 MANGNG&TCHNG LRNG ENV K-12 LEV Credits: 3

The purpose of this course is to gain in-depth knowledge of managing learning environments for students across the full continuum of disabilities. These courses address practices related to multi-tiered supports e.g., positive behavior supports, Response to Intervention (RtI) and Universal Design for Learning (UDL); in order to ensure students with disabilities make progress in the grade appropriate general education curriculum. The candidate will apply these concepts as they relate to providing a Free Appropriate Public Education (FAPE) for the full continuum of learners eligible for special education services.

Prerequisites: EDSP 510 with a B- or higher.

EDSP 530 AT:STUDENTS WITH DISABILITIES Credits: 3

Analysis of benefits and barriers of research-based practices and trends, in the use of Assistive Technology and Alternative Augmentative Communication related to students with disabilities is offered. We will examine how these supports influence equity, promote access to grade-appropriate and functional curriculum, assure FAPE and shape policy.

Prerequisites: EDSP 520 with a B- or higher.

EDSP 540 ISSUES/PRACTICES IN ECSE/EI Credits: 3

A comprehensive review of ECSE/EI legislation and practices aimed to serve young children with disabilities in an inclusive, accountable, and equitable manner. A strong focus on promoting families as partners, collaboration across-disciplinary service providers and use of research-based practices addressing a range of socio-economic, linguistic and cultural experiences, is offered.

Prerequisites: EDSP 530 with a B- or higher.

EDSP 572 STDNT ASMNT & EVAL K-12 LEVEL Credits: 3

The purpose of this course is to provide the candidate with knowledge of evidence-based practices in assessment and evaluation in special education. The candidate will acquire skills in administering formal and informal assessments and in evaluating assessment outcomes for program decision-making for students across the full continuum of disabilities. The candidate will explore the use of Response to Intervention (RtI) as it relates to eligibility for Students with Specific Learning Disabilities and the use of Adaptive Behavior Scales in program development for students with moderate to severe disabilities. Students will understand models used in Oregon school districts to determine eligibility and Oregon State approach to modified and alternative Statewide Assessment for students across the full range of disabilities.

Prerequisites: EDSP 524 with a B- or higher.

EDSP 587 ETHICAL EDUCATOR IN SPED Credits: 3

The responsibility of special educators is to employ ethical practice in the daily activities of their personal and professional lives. This course will examine underlying assumptions and policies to support or erode equitable, ethical principles and practices in special education-related contexts.

Prerequisites: EDSP 540 with a B- or higher.

**EDSP 598 PRACTICUM I
(MILD,MOD,SEVRE) Credits: 2**

This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 10 weeks (One practicum per term), for at least 2 days a week, for a minimum of 90 hours working with students with mild to severe learning disabilities. This practicum will focus on students with learning disabilities. Candidates will access various program models in public schools during the CU Fall or Spring terms. No practicums are provided in summer. Practicum is schedule upon successful completion of all coursework. During the practicum, the candidate will prepare and teach from one work sample and complete various practicum-related activities as assigned. There is an important emphases to demonstrate knowledge of district context, focus-student assessment, IEP planning, program lesson and unit planning, instruction and data collection. The candidate will provide a critical review of teaching pedagogy, the research related to the use of specific evidenced instructional practices and student learning goals as aligned to the grade appropriate general–education curriculum for students with learning disabilities. The use appropriate interpersonal and effective communication skills with colleagues, the general education community, administrators and with families across various linguistic and cultural characteristics.

**EDSP 599 PRACTICUM II
(MILD,MOD,SEVRE) Credits: 2**

This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 10 weeks (One practicum per term), for at least 2 days a week, for a minimum of 90 hours working with students with mild to severe disabilities. Candidates will access various program models in public schools during the CU Fall or Spring terms. No practicums are provided in summer. Practicum is schedule upon successful completion of all coursework. During the practicum, the candidate will prepare and teach from one work sample and complete various practicum-related activities as assigned. There is an important emphases to demonstrate knowledge of district context, focus-student assessment, IEP planning, program planning, instruction and data collection. The candidate will provide a critical review of teaching pedagogy, the research related to the use of specific evidenced instructional practices and student learning goals as aligned to the grade appropriate general –education curriculum for students with significant disabilities. The use appropriate interpersonal and effective communication skills with colleagues, the general education community, administrators and with families across various linguistic and cultural characteristics.

**EDSP 602 CONTEMP EDUCNL THOUGHT IN
SPED Credits: 3**

This course will stimulate informed and intellectual discussions though critical review of research-based practices, discussion of controversial issues identified in the professional literature and contemplation of the most current legal case law decisions shaping special education policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of students with disabilities. An on-going active investigative dialogue should result in willingness on the part of the course participants to promote a positive democratic society, uphold ethical practices and foster inclusive citizenship through effective change in their own schools and classrooms, on behalf of individuals with special needs, families of children with disabilities and the school professional who serves these children.

**EDSP 622 LEGAL ASPCTS OF SPED
PRACTCE Credits: 3**

This course is an in-depth examination of the historical and current case-law, legal issues, legislation and initiatives pertaining to special education services and its application to daily practice. This course examines current legislative requirements defined by IDEA, ADA, 504, and ESEA. The candidate will critically review federal and state special education Administrative Rules and examine practical aspects of the assurance of FAPE on behalf of students eligible for special education services. **Prerequisites:** EDSP 522 or EDSP 523 with a B- or higher.

Master of Education in Advanced Study in Special Education (SPED) Non- Endorsement

**No new students are being
admitted to this program
at this time. Students
interested in this program
of study should contact
the College of Education.
Program Goal**

The M.Ed. in Advanced Study in Special Education (non-endorsement) is specifically designed for educators experienced in special education service (3 years or more), experienced K-12 teachers and other professionals licensed and/or qualified to serve students eligible for special education services who want to deepen their expertise in the most current applications in special education or who want to advance to leadership roles in this field.

This program offers candidates the latest in advanced special education theory, knowledge, skills, and critical thinking; and degree coursework that goes well beyond the scope of initial/general special education licensure programs.

Note: This program is open to currently credentialed K-12 special education teachers or professionals licensed to serve students eligible for special education services. This degree program does not lead to endorsement or licensure.

Program Objectives

In addition to meeting the objectives for all Concordia Portland M.Ed. programs, successful candidates in the M.Ed. in Advanced Study in Special Education (non-endorsement) degree program will demonstrate skills including but not limited to the candidate:

- Understanding the Special Education field as an evolving, changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues which have historically influenced the field.
- Demonstrate use of professional tone to reflect respect for students first as unique human beings and then understand the effects that an exceptional condition can have on an individual's learning in school and throughout the lifespan and when addressing issues related to engaging with family members of students with exceptional needs.
- Knowledge of a repertoire of evidence-based instructional strategies, to individualize instruction for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Acknowledging that professional practice requires ongoing attention to legislative matters, along with appropriate professional and ethical considerations, to actively plan and engage in activities that foster professional growth and keep current with evidence-based best practices.

These objectives align with the Accreditation Standards of the Oregon Teacher Standards and Practices Commission (TSPC), Council for Exceptional Children (CEC), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Council for Accreditation of Educator Preparation (CAEP).

M.Ed. in Advanced Study in Special Education (Non-Endorsement) Course Requirements

Code	Title	Credits
EDSP 622	LEGAL ASPECTS OF SPED PRACTICE	3
EDSP 526	MANGNG&TCHNG LRNG ENV K-12 LEV	3
EDSP 524	SPED TCHR LDRSHP PRAC K-12 LEV	3

EDSP 602	CONTEMP EDUCNL THOUGHT IN SPED	3
EDSP 520	APPLIED SYSTEMATIC INSTRUCTION	3
EDSP 530	AT:STUDENTS WITH DISABILITIES	3
EDSP 540	ISSUES/PRACTICES IN ECSE/EI	3
EDSP 587	ETHICAL EDUCATOR IN SPED	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 698	ACTION RESEARCH or EDGR THESIS or EDGR PRACTITIONER INQUIRY	3
Total Credits		30

Please Note: the coursework for the Special Education program must be completed in a specific sequence. The advisor for the College of Education will map this out with each enrolled student.

EDSP 510 INTRO TO SPECIAL EDU K-12 LEV Credits: 3

This course focuses on familiarizing the candidate with special education practices in today's schools. To include the purpose and history of special education, the special education identification process to serve students in need of specially designed instruction, identify practices for special education such as access to the general education curriculum and inclusive practices. This course addresses the full continuum of disabilities and services ranging from early childhood special education to transitions to adulthood.

EDSP 520 APPLIED SYSTEMATIC INSTRUCTION Credits: 3

This course analyzes pedagogical features of systematic, applied, embedded and naturalistic instructional approaches, not limited to the traditional direct trial instruction in one-on-one format of ABA. Informed and intellectual discussions about important issues, research-based practices, the provision of FAPE, equitable access to the grade-appropriate core curriculum for students with Autism Spectrum Disorder/Developmental Disabilities, is offered.

Prerequisites: EDSP 602 with a B- or higher.

EDSP 522 DEV&APPLYNG SKLS CURCM K-12 LEV Credits: 3

This course is designed to prepare participants with the skills to effectively develop and implement functional curriculum and related-skills programming and use data-based decision making across applied and naturalistic paradigms meaningful for the full continuum of students with disabilities, with a specific focus on school-age students with significant disabilities and ASD. The candidate will learn evidence-based instructional strategies, methods, and supports such as assistive technology and augmentative communication systems, as applied across varied instructional settings.

Prerequisites: EDSP 525 with a B- or higher.

EDSP 524 SPED TCHR LDRSHP PRAC K-12 LEV Credits: 3

In this course, the candidate will learn how to develop an IEP, how to coordinate meetings and how to work collaboratively with families and other education personnel including paraeducators, related services professionals, general education teachers, school administrators and any others relative to the education of students within the full continuum of disabilities. This course also addresses classroom administration, scheduling logistics and understanding resource allocation as it pertains to providing access and inclusion across instructional settings for students eligible for special education services.

Prerequisites: EDSP 526 with a B- or higher.

EDSP 525 PRAC IN LA,LITCY,MATH K-12 LEV Credits: 3

The purpose of this course is to examine foundational strategies and methodologies related to language arts (reading, writing, speaking, listening), literacy in the content areas, and mathematics. The candidate will develop skills in applying evidence-based instructional strategies relevant to the full continuum of students with disabilities in a variety of instructional settings. These courses address the application of Universal Design for Learning (UDL) during instruction to promote learning for students with disabilities, and for students with disabilities who are English language learners.

Prerequisites: EDSP 572 with a B- or higher.

EDSP 526 MANGNG&TCHNG LRNG ENV K-12 LEV Credits: 3

The purpose of this course is to gain in-depth knowledge of managing learning environments for students across the full continuum of disabilities. These courses address practices related to multi-tiered supports e.g., positive behavior supports, Response to Intervention (RtI) and Universal Design for Learning (UDL); in order to ensure students with disabilities make progress in the grade appropriate general education curriculum. The candidate will apply these concepts as they relate to providing a Free Appropriate Public Education (FAPE) for the full continuum of learners eligible for special education services.

Prerequisites: EDSP 510 with a B- or higher.

EDSP 530 AT:STUDENTS WITH DISABILITIES Credits: 3

Analysis of benefits and barriers of research-based practices and trends, in the use of Assistive Technology and Alternative Augmentative Communication related to students with disabilities is offered. We will examine how these supports influence equity, promote access to grade-appropriate and functional curriculum, assure FAPE and shape policy.

Prerequisites: EDSP 520 with a B- or higher.

EDSP 540 ISSUES/PRACTICES IN ECSE/EI Credits: 3

A comprehensive review of ECSE/EI legislation and practices aimed to serve young children with disabilities in an inclusive, accountable, and equitable manner. A strong focus on promoting families as partners, collaboration across-disciplinary service providers and use of research-based practices addressing a range of socio-economic, linguistic and cultural experiences, is offered.

Prerequisites: EDSP 530 with a B- or higher.

EDSP 572 STDNT ASMNT & EVAL K-12 LEVEL Credits: 3

The purpose of this course is to provide the candidate with knowledge of evidence-based practices in assessment and evaluation in special education. The candidate will acquire skills in administering formal and informal assessments and in evaluating assessment outcomes for program decision-making for students across the full continuum of disabilities. The candidate will explore the use of Response to Intervention (RtI) as it relates to eligibility for Students with Specific Learning Disabilities and the use of Adaptive Behavior Scales in program development for students with moderate to severe disabilities. Students will understand models used in Oregon school districts to determine eligibility and Oregon State approach to modified and alternative Statewide Assessment for students across the full range of disabilities.

Prerequisites: EDSP 524 with a B- or higher.

EDSP 587 ETHICAL EDUCATOR IN SPED Credits: 3

The responsibility of special educators is to employ ethical practice in the daily activities of their personal and professional lives. This course will examine underlying assumptions and policies to support or erode equitable, ethical principles and practices in special education-related contexts.

Prerequisites: EDSP 540 with a B- or higher.

EDSP 598 PRACTICUM I (MILD,MOD,SEVRE) Credits: 2

This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 10 weeks (One practicum per term), for at least 2 days a week, for a minimum of 90 hours working with students with mild to severe learning disabilities. This practicum will focus on students with learning disabilities. Candidates will access various program models in public schools during the CU Fall or Spring terms. No practicums are provided in summer. Practicum is scheduled upon successful completion of all coursework. During the practicum, the candidate will prepare and teach from one work sample and complete various practicum-related activities as assigned. There is an important emphasis to demonstrate knowledge of district context, focus-student assessment, IEP planning, program lesson and unit planning, instruction and data collection. The candidate will provide a critical review of teaching pedagogy, the research related to the use of specific evidenced instructional practices and student learning goals as aligned to the grade appropriate general-education curriculum for students with learning disabilities. The use appropriate interpersonal and effective communication skills with colleagues, the general education community, administrators and with families across various linguistic and cultural characteristics.

EDSP 599 PRACTICUM II (MILD,MOD,SEVRE) Credits: 2

This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 10 weeks (One practicum per term), for at least 2 days a week, for a minimum of 90 hours working with students with mild to severe disabilities. Candidates will access various program models in public schools during the CU Fall or Spring terms. No practicums are provided in summer. Practicum is schedule upon successful completion of all coursework. During the practicum, the candidate will prepare and teach from one work sample and complete various practicum-related activities as assigned. There is an important emphasis to demonstrate knowledge of district context, focus-student assessment, IEP planning, program planning, instruction and data collection. The candidate will provide a critical review of teaching pedagogy, the research related to the use of specific evidenced instructional practices and student learning goals as aligned to the grade appropriate general –education curriculum for students with significant disabilities. The use appropriate interpersonal and effective communication skills with colleagues, the general education community, administrators and with families across various linguistic and cultural characteristics.

EDSP 602 CONTEMP EDUCNL THOUGHT IN SPED Credits: 3

This course will stimulate informed and intellectual discussions through critical review of research-based practices, discussion of controversial issues identified in the professional literature and contemplation of the most current legal case law decisions shaping special education policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of students with disabilities. An on-going active investigative dialogue should result in willingness on the part of the course participants to promote a positive democratic society, uphold ethical practices and foster inclusive citizenship through effective change in their own schools and classrooms, on behalf of individuals with special needs, families of children with disabilities and the school professional who serves these children.

EDSP 622 LEGAL ASPECTS OF SPED PRACTICE Credits: 3

This course is an in-depth examination of the historical and current case-law, legal issues, legislation and initiatives pertaining to special education services and its application to daily practice. This course examines current legislative requirements defined by IDEA, ADA, 504, and ESEA. The candidate will critically review federal and state special education Administrative Rules and examine practical aspects of the assurance of FAPE on behalf of students eligible for special education services. **Prerequisites:** EDSP 522 or EDSP 523 with a B- or higher.

Certificates

Concordia offers several Certificate programs for Oregon and Washington students only:

- Preliminary Administrative Licensure (formerly the IAL)
- Professional Administrative Licensure (formerly the CAL)
- Health and Physical Education (HPE)
- Teaching English Language Learners (TELL)
- Reading Interventionist

Eligibility Requirements

To be eligible for the HPE, TELL, and Reading Interventionist certificates, educators must have an existing teaching license.

To be eligible for the Preliminary certificate, educators must have three years of licensed, contracted teaching or personnel service experience in public schools or regionally accredited private schools.

To be eligible for the Professional certificate, administrators must have at least three years of half-time licensed administrative experience in public schools or private schools that are regionally accredited.

Admissions Requirements

Interested candidates need to submit the following to apply for a Certificate program:

- Concordia's online application. A new application must be completed for each Concordia program pursued
- An official transcript from a regionally accredited college or university that indicates at least a bachelor's degree was conferred (for the Professional Administrative Licensure Certificate, must indicate a master's degree was conferred)
- A letter of intent (no longer than two pages) explaining:

- Why you desire to enter CU's certificate program
- Where you want to be professionally five years from now
- Letters of recommendation:
 - Preliminary & Professional Certificates: One confidential letter of reference from a current administrator dated within six months of application that verifies the candidate's administrative potential based on assessment of skill in leadership, management, and human relations
 - HPE, READING, TELL: Two confidential letters of recommendation, dated within six months of applying. (This requirement is waived if the cumulative GPA is 2.8 or higher.)
- The TSPC-required Personal Character Questionnaire
- International applicants should refer to the Graduate Admission section for additional requirements
- Interview with College of Education Director of the M.Ed Department may be required

Additional requirements for Preliminary certificate admissions:

- Verification of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. If from Washington, administrative candidates submit proof of a Washington teaching certificate.
- Verification of three years of a successful licensed contracted teaching or personnel service experience in public schools or regionally accredited private schools.

Additional requirements for Professional certificate admissions:

- Verification of at least three years of half-time licensed administrative experience in public schools or private schools that are regionally accredited.

Note: A sub license does not meet TSPC's requirement for completing a practicum.

Transfer Policy

The Preliminary Administrative Licensure and the Professional Administrative Licensure Certificates are eligible for up to three semester credits of transfer work if the coursework is equivalent to certificate requirements, is less than seven years old, has a grade of B- or higher, and is from a regionally accredited institution. EDGR 500 PROF PLAN SEMINAR (PPS) and the Practicum must be completed at Concordia University. All other Certificates must

be completed in their entirety here at Concordia University.

Certificate Requirements

All graduate certificates issued by Concordia University must be a minimum of 15 credits and all coursework must be completed within seven years. Multiple Certificates can be earned, however, each Certificate must be earned one at a time.

On-ground Course Overlap Policy

A student enrolled in courses through the campus based program has the ability to take courses in the following modalities:

- 5 week online
- 8 week on ground

To facilitate student success, and to allow for the monitoring for Academic Standing, students may not enroll in a course that overlaps completion with another. A student may enroll in two courses concurrently if the end dates are the same.

Graduation Requirements

- Complete the full set of courses established by the College of Education for the declared Certificate. Please see individual Certificate requirements.
- A minimum cumulative GPA of 3.00
- Grades cannot be lower than a B-
- Age of credits cannot be more than 7 years
- The total semester credits for each Certificate are needed to complete the program even if transfer work has been accepted.
- Submit the Intent to Complete a Certificate form to the Registrar's Office no later than two semesters prior to coursework completion.
- Candidates will complete an exit survey for all degree and certificate programs as a degree completion requirement.

Preliminary Administrative Licensure Certificate Program

This Preliminary Administrative Certificate is designed for educators who possess an Oregon preliminary teaching license, have at least three years of full-time teaching experience and have the desire to continue their careers in building positions or administrative posts requiring an administrative license. Completion of this program enables candidates to apply for the Oregon Preliminary Administrator

License. The program complies with the Teacher Standards and Practices Commission (TSPC) requirement that all candidates must complete an Administrative licensing program, including a practicum in order to be eligible for the Oregon Preliminary Administrator License. The TSPC standards as outlined in the most recent OARs are central to Concordia University - Portland's Preliminary Administrator Licensure program goals and objectives, and are specifically designed to enable educators to demonstrate the competencies required for this license. Candidates will demonstrate the administrative competencies as they proceed through the program and required practicum.

Preliminary Administrative Licensure Certificate Objectives

Successful candidates in the Preliminary Administrative Licensure Certificate will:

- IAL.I1: Describe how to create change and evaluate the factors that increase the success rate of change initiatives
- IAL.I2: Evaluate the research-based actions required to improve instruction and increase achievement for all students, and demonstrate an ability to create an improvement implementation plan
- IAL.EF1: Synthesize and act on the research on the characteristics of an educational community that challenges thinking, and explores and learns together to improve instruction and increase learning
- IAL.EF2: Describe and evaluate the role of leadership in relation to Resource Management, Systems Improvement and State as well as Organizational Requirements
- IAL.LT1: Analyze the impact of collaboration and the structures required to enhance collaboration among school staff, parents, students and community

Preliminary Administrative Licensure Certificate Course Requirements

Code	Title	Credits
EDAD 560	HUMAN & FINANCIAL RESOURCES	3
EDAD 607	LEADING THE SCHOOL COMMUNITY	3
EDAD 622	SCHOOL LAW	3
EDAD 650	PRELIM ADMIN LICNSE PRACTICUM ¹	3
EDGR 500	PROF PLAN SEMINAR (PPS)	1

EDGR 606	USING DATA IMP STUDENT ACHVMNT	3
EDGR 605	INSTR LDRSHP/CLASSROOM EVAL	3
EDGR 626	ORGANIZATIONAL CHANGE	3
Total Credits		22

¹ EDAD 607 and EDGR 500 must be successfully completed prior to enrolling in EDAD 650.

For those candidates who already possess a recognized master's degree from an accredited institution, completion of this program enables candidates interested in careers as building administrators to apply for the Oregon Preliminary Administrator License as outlined in the current OARs.

Courses can be taken on campus or online.

Professional Administrative Licensure Certificate Program

This program is designed for educators who possess an Oregon Preliminary Administrative License. Candidates are required to have successfully completed at least three (3) years of contracted administrative experience in positions that require a Preliminary Administrative License, in accredited public or private Pre-K-12 schools*, and desire to continue their careers in building positions or prepare for district-level administrative posts. All administrators must earn this second tier of licensure. Completion of this program enables candidates to apply for the Oregon Professional Administrative License. The program complies with the TSPC requirement that all candidates must complete a minimum of 18 hours of graduate credit beyond the master's degree in order to be eligible for the Professional Administrator License. The TSPC standards as outlined in the most recent OARs are central to Concordia University's Professional Administrator Licensure program goals and objectives, and are specifically designed to enable administrators to demonstrate the advanced competencies required for the continuing license. Administrators will demonstrate the district level competencies as they proceed through the program.

* Applicants or candidates who do not have the three years of contracted administrative experience may be conditionally admitted to the program with approval of the Admission Committee.

Professional Administrative Licensure Certificate Objectives

Successful candidates in the Professional Administrative Licensure Certificate will:

- CAL.I1: Describe how to create change and evaluate the factors that increase the success rate of change initiatives at a district-wide level.
- CAL.I2: Evaluate the research-based actions required to improve equity and access for all students, and demonstrate an ability to create plans for ensuring these goals.
- CAL.EF1: Synthesize and act on the research on the characteristics of an educational community that challenges thinking, and explores and learns together to improve instruction and increase learning at the district level.
- CAL.EF2: Describe and evaluate the role of leadership in relation to student learning, district level management, and equity.
- CAL.LT1: Analyze the impact of communication and collaboration and the structures required to enhance communication and collaboration among internal and external stakeholders in the district and community.

Professional Administrative Licensure Certificate Course Requirements

Code	Title	Credits
EDAD 578	SOCIAL, POLITICAL CULTURAL ISS	3
EDAD 672	COMMUNICATION & CONFLICT MGMT	3
EDAD 573	EQUITY, ACES & ISS IN SCH LAW	3
EDAD 652	PROF ADMIN LICNSE PRACTICUM ¹	3
EDGR 500	PROF PLAN SEMINAR (PPS)	1
Select two from the following:		6
EDAD 560	HUMAN & FINANCIAL RESOURCES	3
EDGR 60	STRATEGIES ENHANCE ACHIEVEMENT	3
EDGR 608	RNG FRWRD:USNG PRFRMC ASSMNT	3
EDGR 60	USING DATA IMP STUDENT ACHVMNT	3
Total Credits		19

¹ EDGR 500 must be successfully completed prior to enrolling in EDAD 652.

Coursework taken in the Certificate-Preliminary program, or their equivalents, will not be considered eligible for your Certificate-Professional program of study.

No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

Practices and Specialized Services in Special Education (PASS) Certificate Program

The College of Education Graduate Certificate in Special Education offers educators the opportunity develop knowledge and skills related to K–12 special education services in public schools. Course members will learn the principles of legislative requirements; approaches to assessment; approaches to individualized program development; best practices in working with families; collaborating with parents, colleagues and other stakeholders; the utilization of research-based instructional strategies and supports that promote equitable and inclusive learning opportunities for the full continuum of students eligible for special education services. The

coursework focuses on universally-designed approaches to provide a Free Appropriate Public Education (FAPE) across academic and non-academic instructional settings. Oregon and Washington Candidates seeking the Oregon Added Endorsement in Special Education will also complete two ten-week practicums and successfully pass all appropriate required Oregon state tests.

Practices and Specialized Services in Special Education (PASS) Certificate Objectives

Successful candidates will demonstrate:

- An understand of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and on human

issues that have historically influenced the field of special education.

- Respect for their students first as unique human beings and then understand the effects that an exceptional condition can have on an individual's learning in school and throughout the learner's life.
- A repertoire of evidence-based instructional strategies to individualize instruction for individuals within the full continuum of exceptional learning needs.
- Active creation of learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
- Understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from socio-economic, culturally and linguistically diverse backgrounds.
- The use of assessment information for special education eligibility, IEP development, individualized program development, to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum, and to participate in school, system, and statewide assessment programs.
- An understanding that professional practice requires ongoing attention to legal matters along with serious professional and ethical considerations in order to actively plan and engage in activities that foster professional growth and maintain currency with evidence-based best practices.
- Knowledge as how to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways in order to facilitate the successful transitions of individuals with exceptional learning needs across settings and services into adulthood.

Practices and Specialized Services in Special Education (PASS) Certificate Course Requirements

Code	Title	Credits
EDSP 510	INTRO TO SPECIAL EDU K-12 LEVL	3

EDSP 522	DEV&APPLYNG SKLS CURCM K-12 LV	3
EDSP 524	SPED TCHR LDRSHPRAC K-12 LEV	3
EDSP 525	PRAC IN LA,LITCY,MATH K-12 LEV	3
EDSP 526	MANGNG&TCHNG LRNG ENV K-12 LEV	3
EDSP 572	STDNT ASMNT & EVAL K-12 LEVEL	3
EDSP 598	PRACTICUM I (MILD,MOD,SEVRE)	2
EDSP 599	PRACTICUM II (MILD,MOD,SEVRE)	2
EDSP 622	LEGAL ASPCTS OF SPED PRACTCE	3
Total Credits		25

Health and Physical Education Certificate Program

Upon program completion, the health and physical educator will understand and apply the current research for advanced teaching and assessment techniques as well as curriculum development in the field of health and physical education. The candidate will also develop strategies for providing a supportive classroom culture for the diverse learning community.

Health and Physical Education Certificate Objectives

Using the knowledge from current research and community partnerships, as well as best practices in the field, the candidate will assess their K–12 students' health and physical education needs and motivations.

The candidate will utilize data-based knowledge to guide the K–12 students in designing and safely implementing fitness, health and wellness program plans.

The candidate will create appropriate health and physical education instruction that responds to the varying student motivations along the diverse learning environments.

Health and Physical Education Certificate Course Requirements

Code	Title	Credits
EDGR 500	PROF PLAN SEMINAR (PPS)	1
EDHP 515	ISSUES/RESEARCH IN HPE	3

EDHP 516	AUTH & ALTERNATV ASSESS IN HPE	3
EDHP 517	INNOVATIVE CURR IN HPE	3
EDHP 518	MANAGING THE DIVERSE HPE ENVR	3
EDHP 519	HEALTH PRACTICUM ¹ or EDHP PE PRACTICUM	2
Total Credits		15

¹ Only two practica required if adding BOTH Health and PE

Reading Interventionist Certificate Program

The College of Education Graduate Reading Interventionist Certificate will strengthen and polish instructional skills for the teaching of reading in the general education classroom, or in the role as a reading interventionist at the building level. Oregon and Washington Candidates seeking the Oregon Added Endorsement in Reading will also complete a 90-hour practicum at the appropriate licensure level and successfully pass all appropriate required Oregon state tests.

Reading Interventionist Certificate Objectives

Successful candidates will demonstrate:

- Reading.I1: Expertise in the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.
- Reading.I2: Effective instructional skills in the theoretical and knowledge bases of reading, including literacy acquisition, and the construction of meaning. Candidates will provide practical classroom applications and instructional practices in order to create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Reading.EF1: An understanding of literacy curriculum and engagement in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity as well as implement strategies to advocate for equity.
- Reading.EF2: The ability to assume a new role as a scholarly, principled instructional

leader who integrates the district's vision through a standards-based literacy program.

- Reading.LT1: The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results in the area of reading.

Reading Interventionist Certificate Course Requirements

Code	Title	Credits
EDRD 551	DIAGNOSIS & ASSESSMENT OF RDNG ¹	3
EDRD 552	FOSTRG ENGMT RDG YA CHLD LIT	3
EDRD 553	ADV TECH FOR TCHNG READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORG MNGMNT READING PROG	3
EDRD 550	READING INTERVENTNST PRACTICUM	2
Total Credits		17

¹ For Concordia MAT Elementary Program graduates, MAT 563 - *C&I: Reading and Language Arts* fulfills this requirement.

Teaching English Language Learners (TELL) Certificate Program

The Teaching English Language Learners certificate is for teachers in all authorization levels who want to develop instructional strategies to better accommodate students whose native language is not English. With the addition of a practicum, which includes the teaching of a work sample and the passing of the ORELA/NES ESOL exam, the concentration can be added to an existing Oregon or Washington license as an additional endorsement.

Teaching English Language Learners (TELL) Certificate Objectives

Upon program completion, successful candidates will also demonstrate:

- ESOL.I.1 – Expertise in the utilization of new methods and strategies to evaluate language proficiency of ESOL students.
- ESOL.I.2 – The ability to modify instructional plans and promote alternative

goals and strategies for students from a variety of backgrounds, languages and abilities.

- ESOL.EF.1 – Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity with an emphasis on culture and language.
- ESOL.EF.2 – Demonstrate characteristics of moral leadership through professional roles and responsibilities as an advocate for ESOL students.
- ESOL.LT.1 – Demonstrate knowledge of and apply skills in collaboration practices related to ESOL needs.

Teaching English Language Learners (TELL) Certificate Course Requirements

Code	Title	Credits
EDEL 531	STRAT & MAT FOR TEACHING ELL	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE/CULTURE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
EDEL 537	ESOL PRACTICUM	2
Total Credits		15

EDAD 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDAD 560 HUMAN & FINANCIAL RESOURCES Credits: 3

This course will introduce the techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of results. Human and fiscal resources and maximizing their use will be explored. Students will study finance, accounting practices, budget reporting procedures for faculty, board members, and district officials.

EDAD 573 EQUITY, ACES & ISS IN SCH LAW Credits: 3

In her opinion for the landmark Supreme Court decision supporting affirmative action programs, Sandra Day O'Connor issued a 25 Year Challenge to end the need for affirmative action programs in education. In this course we will examine the relationship between educational inequities and access. Can this challenge be met? What is the role of education and schools of education in addressing various forms of inequality? Should education or schooling be seen not as THE solution, but perhaps as contributing to the problem? What other societal issues and challenges affect our public educational system? How can we examine where we've been, not only in the last 50 years and where we are going in the next 25, but how does this time period reflect what the Founding Fathers saw for us? Are we (as a community and as educators/policymakers/scholars) heading in the right direction so that affirmative action programs may not be necessary in 2028? What are our visions for the next 25 years in terms of education, access, equality and social justice?.

EDAD 578 SOCIAL, POLITICAL CULTURAL ISS Credits: 3

This course examines the voyage of public education from its early beginnings to its current role and impact on American society as it addresses factors that have led American education to its current role in society. Candidates will examine the significant impact legal, social, political, ethical, cultural and economic issues have played in shaping the current learning community. Through research and collegial discussion, candidates will also hypothesize future issues that may confront schools, and will investigate individuals and interest groups that influence and develop educational policy and practice. Special emphasis will be placed on societal values and concerns that influence schools in a democracy and their role in determining schools' policies.

EDAD 607 LEADING THE SCHOOL COMMUNITY Credits: 3

This course introduces prospective administrators to the essential skills and competencies necessary for effective school leadership in an environment of change. The principles and processes of educational administration, the numerous roles of the principal, the need for collaboration and partnering with all members of the school community, and current research relating to school leadership are all emphasized. The course aims to intentionally provide students with a number of the administrative skills outlined in the latest OARs.

EDAD 610 BEGINNING THE LEADERSHIP JOURNEY Credits: 3

The purpose of this course is to assist prospective leaders to prepare for their initial assignments by providing a base of both knowledge as well as skills in the critical areas of instruction, data, change and accountability. These knowledge and skills are an essential part of being an instructional leader, of being a leader who not only understands research but can replicate the effective practices that it describes, a leader who has a laser focus and the ability to lead a district/building in its efforts to continually improve instruction and increase student achievement.

EDAD 615 LDRSHIP THAT MAKES A DIFFERENCE Credits: 3

This course builds a knowledge base for understanding the critical role educational leadership plays in creating a culture of learning for all students, teachers and leaders. The course will provide students with an understanding and skills for providing leadership that ensures collaboration, as well as how to create continuous organizational learning, focus and energy.

EDAD 622 SCHOOL LAW Credits: 3

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it behooves the educator of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDAD 650 PRELIM ADMIN LICNSE PRACTICUM Credits: 3

The Preliminary Administrative License (Pre-AL) practicum provides administrative candidates with practical experience, planned in collaboration with the Concordia University Supervisor, put into written form, and approved by the Site Mentors. This 360-hour (minimum) practicum is designed to provide opportunities for aspiring school administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective educational leadership. It enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an accredited public or private school environment.

Prerequisites: EDGR 500 and EDAD 607 with a B- or higher.

EDAD 652 PROF ADMIN LICNSE PRACTICUM Credits: 3

The Professional Administrator License Practicum provides administrative candidates with practical Pre-K–12, district-level experience, designed to provide opportunities for aspiring district administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective leaders at the district level. This 280-hour (minimum) practicum enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an appropriate setting.

Prerequisites: EDGR 500 with a B- or higher.

EDAD 672 COMMUNICATION & CONFLICT MGMT Credits: 3

This course emphasizes the need for powerful and positive communication among school leaders and all elements of the school community. The course also examines issues administrators often face when working with school boards and school employees, and provides insights into specific skills necessary to help develop effective working relationships. Finally, the course also presents candidates with contemporary strategies for managing conflict among school stakeholders, understanding and managing the collective bargaining process, and additional insights on contract negotiation.

EDAD 699E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

EDEL 531 STRAT & MAT FOR TEACHING ELL Credits: 3

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDEL 532 LINGUISTICS Credits: 3

This course provides an introduction to language as a system emphasizing the interconnectedness between linguistics and pk-12 teaching and learning. Students explore the principles necessary to teach language, including phonology, morphology, syntax, semantics, and pragmatics. Emphasis is placed on the four language skills (listening, speaking, reading, and writing). The course is designed to assist candidates in making linguistically informed decisions about first and second language teaching. Additionally, candidates are introduced to various grammar points that may pose difficulty for English language learners. The course covers various aspects of language from a historical, cultural and sociolinguistic perspective.

EDEL 533 LANGUAGE/CULTURE CLASSROOM Credits: 3

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

EDEL 534 LANGUAGE ACQUISITION Credits: 2

This course examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationship with each other and the teaching/learning process. Additional topics include Oregon's English Language Proficiency Standards, the Forms and Functions of language targeted in state assessments, and the impact of language proficiency on evaluation for TAG and Special Education services.

EDEL 535 ASSESSING ENGLISH-LEARNERS Credits: 2

This course will present an overview, rationale and framework for assessment of English-learners at the K-12 level. Students will be introduced to the variables that come into play when assessing students whose native language is not English. The primary focus is assessment of English-learners for identification, program placement, and exiting from service. Also covered will be identification of all ELL students for Special Education and TAG, ongoing language proficiency assessments, standards-based assessment measures, and classroom-based assessments.

EDEL 536 CONTEMPRY EDCTNL THGHT IN ESOL Credits: 3

This course is designed to identify, review and analyze major trends and issues impacting the contemporary local, state and national educational scenes related to ESOL. The intent of this course is to provide course members with the opportunity to critically analyze contemporary issues in ESOL. This course will stimulate informed and intellectual discussions regarding important issues through critical review of research-based practices, discussion of controversial issues and contemplation of the most current legal case law decisions shaping ESOL policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of ESOL students. An ongoing active investigative dialogue should result in willingness on the part of the course participants to promote a positive democratic society, uphold ethical practices and foster inclusive citizenship through effective change in their own schools and classrooms, on behalf of ESOL students, families of ESOL children and the school professional who serves these children.

EDEL 537 ESOL PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, ESOL specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed ESOL specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the English language acquisition pedagogy explored throughout the ESOL endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University ESOL supervisor who will visit or make contact with the ESOL specialist candidate a minimum of four times during the course of the practicum. The ESOL practicum must take place in a classroom with ELL student(s) using ELP standards.

EDGR 500 PROF PLAN SEMINAR (PPS) Credit: 1

The Professional Planning seminar (PPS) sets the stage for the candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce these goals—all tied to Oregon state competency standards (Teaching Competencies, Preliminary Administrator, or Professional Administrator Competencies.) The candidate completes an individualized Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies (in relation to the State competency standards), and work environment.

EDGR 502 DEV CHAR THRU CURR Credits: 3

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 506 CHARACTER/ETHICS OF LEADERSHIP Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDGR 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDGR 535 THEORIES OF TCHNG/ LRNING Credits: 3

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595 COMMUNITY OF LEARNERS Credits: 3

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.

EDGR 598 PROF DEVELOPMENT Credits: 1-3

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDGR 599 EXPERIMENTAL COURSE Credit: 1

Experimental Course. Contact department for course description.

EDGR 601 EDUCATIONAL RESEARCH Credits: 3

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

EDGR 602 CONTEMP EDUCATIONAL THOUGHT Credits: 3

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602A CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602B CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602C CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 605 INSTR LDRSHP/CLASSROOM EVAL Credits: 3

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

EDGR 606 USING DATA IMP STUDENT ACHVMNT Credits: 3

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students in this course, collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels. This course is for students having either an instructional or administrative-focused program.

EDGR 607 STRATEGIES ENHANCE ACHIEVEMENT Credits: 3

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

EDGR 608 LRNG FRWRD:USNG PRFRMC ASSMNT Credits: 3

The right tool needs to be matched to the right job, and so it is with assessments: the right assessment must be matched with the purpose of that assessment. The traditional formats of Formative and Summative Assessments provide critical data but do not show how students can APPLY what they've learned. Well-designed Performance Assessments and Tasks provide the opportunity for students to demonstrate higher order thinking skills beyond simple recall of information. This type of assessment has students apply what they know, and provides educators data to modify and adjust their instruction to assist students to learn what they do not yet know. This course will assist educators design end effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

EDGR 620 SCHOOL/COMM PARTNERS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDGR 626 ORGANIZATIONAL CHANGE Credits: 3

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

EDGR 696 PRACTITIONER INQUIRY Credits: 3

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions (Samaras, 2011). Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers.
Prerequisites: EDGR 601 with a B- or higher.

EDGR 697 PROF ASSESSMENT SEMINAR Credit: 1

During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher) or 584-080-0051 (administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDGR 698 ACTION RESEARCH Credits: 3

Action Research is one of the capstone projects for the Master of Education program. During this course, candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 699 THESIS Credits: 3

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field education. The student, working with their thesis instructor, will explore relevant literature and present a thesis following the procedure established by the College of Education.

Prerequisites: EDGR 601 with a B- or higher.

EDHP 515 ISSUES/RESEARCH IN HPE Credits: 3

This course will challenge the experienced educator to review, discuss, synthesize, and apply current issues and research pertinent to the teaching of health and physical education. Students will utilize technology to assist in the search, development, and presentation of individual and collaborative projects. Learning activities will promote the development of a new repertoire of instructional and evaluative techniques and will include strategies for meeting the needs of a diverse student population, including students with special needs.

EDHP 516 AUTH & ALTERNATV ASSESS IN HPE Credits: 3

In this course experienced health and physical educators will examine authentic and alternative methods of assessing student learning and holding students accountable to local, state, and national standards.

EDHP 517 INNOVATIVE CURR IN HPE Credits: 3

The goal of this course is to examine innovative curriculum models and activities related to the field of health and physical education. Specifically, the course will examine programs and scholarly research in the related field and directly apply concepts learned to existing and/or prospective programs and facilities. Students will examine psychological effects in the use of innovative curriculum methods.

EDHP 518 MANAGING THE DIVERSE HPE ENVR Credits: 3

In this course experienced health and physical educators will learn to develop a repertoire of practical consequences to use when students misrepresent classroom expectations. The processes and strategies presented will enhance teacher self-confidence and student self-esteem, invest in student social problem solving and self-regulation as serious components of the health and physical education curriculum and instruction and to enhance mediation skills with students.

EDHP 519 HEALTH PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, health education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed health education specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the health education pedagogy explored throughout the health education endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University health education supervisor who will visit or make contact with the health education specialist candidate a minimum of four times during the course of the practicum. The health education practicum must take place in a health education classroom.

EDHP 520 PE PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, physical education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed physical education specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the physical education pedagogy explored throughout the physical education endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University physical education supervisor who will visit or make contact with the physical education specialist candidate a minimum of four times during the course of the practicum. The physical education practicum must take place in a physical education setting (i.e. gym, etc).

EDRD 550 READING INTERVENTNST PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission (TSPC), Reading Interventionist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed Reading Interventionist, who will be known as the mentor. The majority of practicum hours will be spent teaching and observing in a TSPC/Concordia approved school environment, and may also include planning and attending meetings directly related to the placement and reflecting the reading pedagogy explored throughout the reading endorsement coursework. The mentor and candidate will meet on a weekly basis for goal setting and reflection. The candidate will also work with a Concordia University Supervisor who will conference with and observe the candidate with the mentor, either in person or virtually (for distance students) during the course of the practicum.

Prerequisites: EDRD 551, EDRD 552, EDRD 553, EDRD 554, and EDRD 555 with a B- or higher.

EDRD 551 DIAGNOSIS & ASSESSMENT OF RDNG Credits: 3

This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

Corequisites: EDRD 550.

EDRD 552 FOSTRG ENGMT RDG YA CHLD LIT Credits: 3

Reading professionals will build on foundational skills in instruction of comprehension and engagement, utilizing various genres of young adult and children's literature Pre-K through Grade 12. Current issues and trends in young adult and children's literature will also be examined.

EDRD 553 ADV TECH FOR TCHNG READING Credits: 3

This course explores the theoretical and knowledge bases of reading, includes literacy acquisition, and the construction of meaning and provides practical classroom applications and instructional practices.

EDRD 554 CURRENT ISSUES IN LITERACY Credits: 3

This course discusses current areas of concern and best practices in instruction being researched in the field of literacy. Students will collaborate with their peers, sharing information on special issues and reading researchers.

EDRD 555 ORG MNGMNT READING

PROG Credits: 3

The course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of the literacy coach, and program evaluation and improvement. The course will explore the major components of a school-wide literacy program, and ask candidates to step outside of the classroom and assume a new role as a scholarly, principled instructional leader who integrate the district's vision through a standard-based literacy program.

COLLEGE OF ARTS & SCIENCES – GRADUATE DEGREES

- Master of Arts in International Development & Service (MA IDS) (p. 241)
- Master of Arts in Psychology: Community Psychology (MA PSY) (p. 245)
- Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) (p. 247)

Master of Arts in International Development & Service (MA IDS)

No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Arts & Sciences.

Concordia University's Master of Arts in International Development and Service (MA IDS), is designed to prepare leaders for careers in community development organizations, international non-profits, inter-governmental agencies, NGOs and educational institutions. The program is a living classroom, combining rigorous academic study with significant applied research and service in several international settings. Graduates gain intercultural competency, international exposure, and a deeper understanding of how to navigate complex global partnerships.

MA IDS Admissions

Admission Criteria and Process

- A complete MA in International Development & Service Application
- Official, sealed transcripts verifying a baccalaureate degree from an accredited post-secondary institution.
- A minimum 3.0 GPA on a 4.0 scale, or the equivalent. Note: Graduate credit at CU will only be awarded for courses receiving a B-grade or higher.

- Two confidential letters of recommendation. Recommendation Request Forms are included with the application.
- Personal & Experience Statements (included in application).
- Interview with review committee.
- A résumé that provides a history of professional experience, including both salaried and volunteer positions.
- International applicants should refer to the Graduate Admission section for additional requirements

If admitted, candidates must have a valid passport. U.S. applicants must have a passport that is valid for at least six months beyond the end date of the last term abroad.

International applicants are required to take the Test of English as a Foreign Language (TOEFL), or the International English Language Testing Systems (IELTS). The minimum score on the TOEFL is 575 on the paper exam or 88 on the internet-based test of the TOEFL. The minimum score for the IELTS test is 7.0.

The MA in IDS is four semesters long. Two semesters are completed at Concordia University-Portland's campus and two semesters are completed at an international partner university or site.

Graduation Requirements

In order to graduate from the Master of Arts in International Development & Service (MA IDS) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Successful completion of a minimum of 36 semester hours
- Successful completion of all required courses
- At least:
 - 50% of the credits required for the program have been completed at Concordia University-Portland
 - A 3.0 cumulative GPA has been earned
 - All required courses have been completed with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher

for the course to count toward completion of the degree.

Curriculum-36 Semester Credits Required (40 credits maximum)

Code	Title	Credits
Concordia University - Portland: Required Classes		
IDS 501	CURR ISSUES IN GLOBALIZATION	3
IDS 508	PERSPECTIVES INT'L ENGAGEMENT	3
IDS 520	COMP EXAMINATION PROJECT	3
IDS 519	SOCIAL RESEARCH METHODS	3
WR 501	ACADEMIC WRITING SEMINAR	1
IDS 563	NONPROFIT MANAGEMENT	2
IDS 556	FUNDRAISING & GRANT WRITING	2
Semester 2 and 3: Choose 1 location each semester		18
Corrymeela, Northern Ireland		
IDS 512	REFLECTIONS SEMINAR II	
or IDS 513	REFLECTIONS SEMINAR III	
IDS 538	BUILDING RESILIENT COMMUNITIES	
IDS 503	INT'L DEV FRAGILE SOCIETIES	
USFQ Quito, Ecuador and Galapagos		
IDS 512	REFLECTIONS SEMINAR II	
or IDS 513	REFLECTIONS SEMINAR III	
IDS 516	SOCIAL REALITIES & DEVL MNT	
IDS 541	SUSTAINABILITY AND ENVIRONMENT	
Musana, Uganda		
IDS 512	REFLECTIONS SEMINAR II	
or IDS 513	REFLECTIONS SEMINAR III	
IDS 599	IDS EXPERIMENTAL COURSE	
IDS 505	DEV POST-COLONIAL AFRICA	
Electives-All CU graduate-level courses are available with approval from the Department Chair. The following classes are suggested electives:		
PSY 580	SOCIAL INEQUALITY	
PSY 561	CONFLICT RESOLTN & MEDIATION	
REL 571	RELIGIOUS WORLDS	
IDS 503	INT'L DEV FRAGILE SOCIETIES	
IDS 515	INDEPENDENT RESEARCH STUDY	
MBA 503	LEADING ORGANIZATIONAL CHANGE	
MBA 513	LEADERSHIP	
Total Credits		35

**IDS 500 SOCIALLY ENGAGED
BUDDHISM Credits: 3**

This course is a study of Buddhism's practical applications in the modern world. We will discuss how Buddhists in Asia approach various development and social issues. Focusing on topics such as gender, education, ecology, social justice, and others, this course offers opportunities for critical thinking and discussion about the relationship of Buddhism to modern problems.

**IDS 501 CURR ISSUES IN
GLOBALIZATION Credits: 3**

This course examines current issues relating to globalization so that students develop a critical understanding of the forces and outcomes – as experienced in real-life situations – by examining the historical roots of globalization, its economic, political, cultural and ideological dimensions through the prism of providing service to grassroots agencies in communities at home and abroad. Students in this course will address comparative development issues by examining different institutional factors that affect how nations in various parts of the world rise or fall in the global economy, and how national development issues are profoundly shaped by powerful international organizations (like the World Bank, the International Monetary Fund, and the World Trade Organization), transnational corporations, and technology.

**IDS 502 EUROPEAN INITIATIVES GBL
EDU Credits: 3**

The course examines institutions that deal with international education in the European context and the approach they adopt on promoting a policy of internationalization, mutual learning, comparison and exchange of good practices.

**IDS 503 INT'L DEV FRAGILE
SOCIETIES Credits: 4**

This course will examine the concept of state/community fragility and current approaches to development in vulnerable settings. Focus will be given to the role of transnational and cross-boundary factors that may contribute to fragility such as post-conflict or war challenges, trade in illicit commodities and natural resources; organized crime; global financial flows and their interplay with local dynamics and actors; gender inclusivity and inequity; the rise of religious fundamentalism; and the impact of human-made and environmental catastrophes.

**IDS 504 CONTEMP ISSUES IN INTL
EDUCATN Credits: 3**

This course examines ways that U.S. colleges and universities develop and administer international education programs and services by looking at both the theory and practice behind their international initiatives, including Study Abroad Program Development and Implementation; International Student and Scholar Services; International Service-Learning, Practicum, Internships, and Careers; Faculty Development; International Travel and Research; International Development and Grants; International Exchange Development and Administration.

**IDS 505 DEV POST-COLONIAL
AFRICA Credits: 4**

This course will explore international development in post-Colonial Africa. Particular focus will be given to the case study of South Africa. Students will trace the roots of the current obstacles to development and investigate ways that South Africa's colonial history continues to shape and constrain its future.

**IDS 506 BUSINESS & SOCIAL
ENTREPRENEUR Credits: 3**

Course provides an understanding of non- and for-profit enterprises in SE Asia.

**IDS 508 PERSPECTIVES INT'L
ENGAGEMENT Credits: 3**

Drawing upon case studies and debates from the developing world, this course will explore how development and under development are linked in history, the human condition, and political economy. Using scientific research, news media, and films, students will learn about the history and evolution of international development practices and perspectives. They will also gain critical thinking skills while analyzing various drivers of development such as philosophical, theoretical, theological, and economic assumptions, State vital interest agendas, and the dynamic nature of globalization.

**IDS 509 INTERNATIONAL
ORGANIZATION Credits: 3**

Course explores the role of international organizations in the global arena.

**IDS 510 CONTEMPORARY
THEORIES Credits: 3**

Course provides an overview of the constructivist agenda for international relations theory.

**IDS 511 REFLECTIONS I: INST IN
SOCIETY Credit: 1**

This course explores theories and practical realities of intercultural service-learning. Complements service placements and course work to help students make sense of their international experience and culture learning and to develop intercultural competence. Topics discussed include intercultural communication, philosophies and skills of service-learning, citizenship, and civic engagement, and dynamics of power and privilege in service and global contexts, and how to function competently in an intercultural situation.

**IDS 512 REFLECTIONS SEMINAR II Credit:
1**

This course explores theories and practical realities of intercultural service-learning. Complements service placements and course work to help students make sense of their international experience and culture learning and to develop intercultural competence. Topics discussed include intercultural communication, philosophies and skills of service-learning, citizenship, and civic engagement, and dynamics of power and privilege in service and global contexts, and how to function competently in an intercultural situation.

**IDS 513 REFLECTIONS SEMINAR
III Credit: 1**

This course explores theories and practical realities of intercultural service-learning. Complements service placements and course work to help students make sense of their international experience and culture learning and to develop intercultural competence. Topics discussed include intercultural communication, philosophies and skills of service-learning, citizenship, and civic engagement, and dynamics of power and privilege in service and global contexts, and how to function competently in an intercultural situation.

IDS 514 ADVANCED THEORIES Credits: 3

Students will use their knowledge about International Relations Theory in order to develop a deeper and more solid theoretical and empirical understanding of the various subtopics of this discipline.

**IDS 515 INDEPENDENT RESEARCH
STUDY Credits: 3**

The course assists Master of Arts in International Development and Service students in progressing on their research for the final culminating (thesis) project.

IDS 516 SOCIAL REALITIES & DEVLMTN Credits: 4

This course helps students to contextualize the service experience in terms of the historical and present day social realities of Ecuador specifically and Latin America generally. Through readings, films, discussions, guest lectures, and field visits on topics such as gender, ethnicity, and politics and the environment, students will better understand the often complex economic, social and cultural situations that have caused important differences in wealth, opportunities and well-being between Ecuadorian populations. Utilizing this knowledge they will analyze the way global and local aspects interact to shape situations they encounter in their service sites and consider possible solutions.

IDS 519 SOCIAL RESEARCH METHODS Credits: 3

This course is designed to deepen students understanding of the methods with which social scientists work to systematically understand social phenomena, including identifying general patterns and relationships, testing and refining theory, and making predictions.

IDS 520 COMP EXAMINATION PROJECT Credits: 3

This course is designed to provide support to students completing their Culminating Project, a requirement for the M.A. degree in International Development and Service. The Culminating Project is the final requirement for completing the master's degree. This course will be offered each fall and spring term to help students design, develop, and present their comprehensive project.

IDS 532 ITALIAN EMIGRATION TO AMERICAS Credits: 3

This course gives students an understanding of how emigration has shaped Italy from an economic, sociocultural and political point of view.

IDS 533 INTERCULTURAL COMMUNICATION Credits: 3

This course is designed to give students a wide overview on contemporary discussions in multiculturalism, intercultural competencies and their many related dimensions and aspects while providing students with the appropriate critical tools; its main goal is to train professionals endowed with a proper intercultural sensitivity and an attitude to reflect upon intercultural issues.

IDS 535 EUROPEAN DEVELOPMENT POLICY Credits: 3

This course will give students a wide overview on the development of International Organizations, both Non-Governmental (INGOs) and Governmental (IGOs) in the world panorama, with a specific concentration on Europe, the position and role of European NGOs, the European Union in the globalized world, and development policy.

IDS 537 PRAGMATICS: ITALIAN CULT/LIT Credits: 3

The course aims to provide students with theoretical competences as well as with practical tools for communicating successfully within the Italian culture. The set of linguistic, pragmalinguistic, metalinguistic, and sociopragmatic competences acquired will constitute a conceptual grid that will allow the students to understand on a global scale the conceptual differences reflected into cultures and languages, and act locally within the Italian environment. The corner-stone idea of this course is that language constitutes a window onto the mind and onto the way in which the reality is conceptualized by a linguistic community, in this case the Italian one. In this perspective, understanding and being able to act successfully within a specific cultural framework cannot leave aside the (at least partial) understanding of the local language. This view relies on the most recent findings in cognitive science, which support with an increasing number of studies the embodied nature of our thought, and the importance played by our everyday experiences in shaping our world-view and our conceptual representations.

IDS 538 BUILDING RESILIENT COMMUNITIES Credits: 4

This course is designed to assist students working in the areas of international development, community relations, public health, education and other similar fields (in research, practice or policy) to understand and apply concepts of resilience and sustainability in ways that strengthen the innate capacity of communities. Emphasis will be placed upon identifying elements of social fabric that sustain communities through difficult times, including diversity, knowledge, skills and networks as well as interventions and grassroots social movements that build capacity and resilience at the local level.

IDS 539 SEMINAR Credit: 1

Seminars in subjects related to international development and education.

IDS 541 SUSTAINABILITY AND ENVIRONMENT Credits: 4

Students will review key concepts about environmental sustainability, and learn about the use of strategic thinking tools for the management of biodiversity and natural resources. Students will gather information about environmental problems in Ecuador and construct conceptual models and design strategies for the efficient management of those problems.

IDS 552 POLITICAL SOCIOLOGY THAILAND Credits: 3

The Thai nation emerged as a social construct, grouping together various peoples under a common political identity. Since World War II, the country gradually stabilized, both politically and economically. Thailand today has fast emerged as a thriving economy, an evolving constitutional monarchy, and an increasingly important player in the regional politics of Southeast Asia as well as an actor on the larger world stage. As such, Thailand represents a significant case study of a second generation developmental state, following Japan, Taiwan, and South Korea. This course examines the evolution of Thai governmental structures as well as Thailand's political and socioeconomic development over the last 75 years. Prominent themes will include key democratic institutions (political parties and elections) as well as the role of civil society in the democratization process. A short section will also examine Thai foreign policy and the situation in the far South.

IDS 554 CONTEMPORARY THAI SOCIETY Credits: 3

The purpose of this class is to introduce students to Thai social problems, social institutions and social change within the context of Southeast Asia, and particularly the Burmese impact on Thai society, through a combination of academic study and practical service. Through engaging in service students will gain a better academic understanding of these issues. At the same time the academic understanding will provide a fundamental background for successful completion of the service. Using ethnonationalism and armed conflict as a prism for understanding the root of many social ills in SE Asia, this course will explore service-learning cross-culturally by seeking to address some of the social problems facing Northern Thailand and its neighbor Myanmar/Burma and examine responses from the Thai public sector and members of civil society, including NGOs and religious institutions. The content of the course is largely political anthropology-focused. Students will also examine the nature of and the practical and ethical dimensions of effecting social change from outside of a society, and will examine the nature and impact of non-Thai social institutions. Throughout the course, students will engage in service through placement in a local agency.

IDS 555 HUMAN RIGHTS STRUGGLE SE ASIA Credits: 3

This course will examine why human rights abuses are possible on such an enormous scale and with such terrible intensity in Burma, either through direct mistreatment or criminal neglect of the population. Given the rise of Asian powers like China and India in what has been dubbed the New Asian Hemisphere, Southeast Asia, located between these two giants, is the perfect place to study the intersection of all that has gone amok in Asian politics. This course will bring us up to date through the systemic and systematic abuses of human rights in Burma, especially since the pro-democracy uprising of 1988 and culminating in the 2007 Saffron Revolution and the run-up to the 2010 election in Burma, otherwise known as Myanmar. The focus is on Burma, but we will contextualize this case study within the broader region of Southeast Asia and analyze other countries' experiences toward transition and a free market economy. We will compare Burma's human rights situation with that in other countries, including Iraq, Pakistan, China, the USSR Hitler's Germany and North Korea. We will also look at human rights in other parts of Southeast Asia as well as examine the internationalization of the Burma crisis and the role of the Association of South East Asian Nations (ASEAN).

IDS 556 FUNDRAISING & GRANT WRITING Credits: 2

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

IDS 557 HUMAN SECURITY IN ASIA Credits: 3

Since the end of the Cold war, global trends have shifted from focusing on conventional threats typically associated with national security towards non-traditional threats including famine, poverty, atrocities, environmental degradation, threat of disease, political repression, and the perils of social group-based identity conflicts. As such, the concept of security has been broadened as to incorporate and address these newly emerging issues and conflicts. No longer under this changing environment can state-actors alone resolve these challenges without the partnership of non-state actors. Central to the new concept of security is an emphasis on humans/people rather than the typical state sovereignty. This people-centered oriented approach or so-called Human Security has proven to be of fundamental importance and has thus become of universal concern given that it is applicable to any global citizen. Against this backdrop, this course will first examine theoretical debates on human security including its relevance to the new types of security threats; its different interpretations among scholars. In addition, the course will explore different key elements of the concept of human security (i.e., personal, economic, environmental, community, political, health), which indeed can be broadly categorized into two fundamental notions: freedom from fear and freedom from want. And these different features of human security will be analyzed in the context of Asia in general and Southeast Asia in particular.

IDS 558 INTL RELATION MAINLAND SE ASIA Credits: 3

This course represents an introduction to the international politics of mainland Southeast Asia. Mainland Southeast Asia comprises the countries of Myanmar (Burma), Thailand, Lao PDR, Cambodia, and Vietnam. The region is hemmed in by China in the north and India as well as Bangladesh in the west. Though most peoples in this region share Buddhism as a common religion, their cultures and languages are vastly different. Except for Thailand, these countries have also experienced colonization while all the states have had wars with other states or insurrections. This course frames the issues of conflict and conciliation in mainland Southeast Asia, by utilizing the lenses of Realism, Pluralism, Neo-Marxism, and Social Constructivism to explain and predict events in the region. Issues examined include border conflicts, non-boundary-related security threats, economics and trade within Southeast Asia, how nationalism has hindered collaboration, prospects for cooperation (e.g. ASEAN), and mainland Southeast Asia's relations with the great powers.

IDS 559 SOCIAL/HEALTH ISSUES THAILAND Credits: 3

This course represents an introduction to social and health issues in Thailand specifically and mainland Southeast Asia more generally. The course is team taught by a number of scholars and practitioners. It is divided into three parts that examine gender and sexuality, the impact of local and international development workers in Thailand and ends with a study of the connection between health and human rights in the Thai and Southeast Asian context. The course is designed for graduate students interested in both a theoretical understanding and practical approach to working on social and health issues in Thailand and Southeast Asia.

IDS 563 NONPROFIT MANAGEMENT Credits: 2

Approximately 30% of today's organizations are considered nonprofit. While many concepts and practices are similar to private-sector organizations, being a nonprofit also creates many differences. This course introduces key elements of nonprofit management activities. Focus is given to development of needs assessments, program evaluation, program strategies, long- and short-term planning, goal setting, recruitment and training, motivation and supervision.

IDS 599E IDS EXPERIMENTAL COURSE Credits: 4

This course is designed to assist students in the areas of international development, community relations, public health, education and other similar fields (in research, practice or policy) to understand and apply concepts of resilience and sustainability in ways that reinforce the innate capacity of communities. Particular attention will be paid to the role of community-led initiatives aimed at strengthening human capacity through ecological sensitivity and systemic change. Emphasis will also be on identifying elements of social fabric that hold communities together through difficult times, including diversity, knowledge, skills and networks; as well as interventions and grassroots social movements that build capacity and resilience at the local level.

Master of Arts in Psychology: Community Psychology (MA PSY)

Concordia University-Portland's Master of Arts in Psychology: Community Psychology (MA PSY) is designed to educate students about the relationship between social systems and individual well-being in diverse community contexts, and prepare them for professional careers in a variety of settings and/or doctoral study. Reflecting increasing demands for graduates to navigate and lead complex social environments, the program emphasizes an interdisciplinary curriculum, theory-driven research training, and applied community-based learning. Graduates will possess skills relevant to analyzing and evaluating the various social factors that influence community and individual well-being, and will have community-based learning experiences that prepare them to be leaders in professional settings.

Admission

Admission Criteria and Process

- A complete Master of Arts in Psychology: Community Psychology Application.
- Official transcripts from all regionally accredited institution or institutions previously attended.
- A 3.0 GPA is preferred. Note: Graduate credit at CU will only be awarded for courses receiving a B- grade or higher.
- Two confidential letters of recommendation.
- Letter of Intent.
- Resume or Curriculum Vitae.

- International applicants should refer to the Graduate Admission section for additional requirements.

International applicants are required to take the Test of English as a Foreign Language (TOEFL), or the International English Language Testing Systems (IELTS). The minimum score on the TOEFL is 575 on the paper exam or 88 on the internet-based test of the TOEFL. The minimum score for the IELTS test is 7.0. (An English proficiency test score may be waived if a student attended their last two year of school in the United States, Canada, the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa.)

The MA in Psychology can be completed in four semesters, and offers two cohort schedules beginning in fall and spring. The fall option includes a break over the summer semester and is completed in 20 months. The program that begins in spring runs continuously for four semesters and is completed in 16 months. Students will complete a community internship and thesis during their final two semesters.

Graduation Requirements

In order to graduate from the Master of Arts in Psychology: Community Psychology (MA PSY) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Successful completion of a minimum of 36 semester hours
- Successful completion of all required courses
- At least:
 - 50% of the credits required for the program have been completed at Concordia University-Portland
 - A 3.0 cumulative GPA has been earned
 - All required courses have been completed with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

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Program Requirements

Code	Title	Credits
Core Courses (22 credits)		
PSY 570	COMMUNITY PSYCHOLOGY	3
PSY 580	SOCIAL INEQUALITY	3
PSY 581	COMMUNITY DEV: PREV & INTERVTN	2
PSY 560	PROGRAM EVALTN & APPLD QUAL	3
PSY 519	SOCIAL RESEARCH METHODS	3
PSY 520	STATS & QUANTATV DATA ANALYS	3
PSY 551	RESEARCH WRITING I	2
PSY 552	RESEARCH WRITING II	2
PSY 553	RESEARCH WRITING III	1
Elective Courses (2 credits)		
Choose one two-credit elective:		
PSY 561	CONFLICT RESOLTN & MEDIATION	2
PSY 562	SOCIAL PSY OF MENTAL HLTH	2
PSY 563	HEALTH PSYCHOLOGY	2
PSY 564	SOCIAL POLICY & ADVOCACY	2
PSY 556	FUNDRAISING & GRANT WRITING	2
IDS 538	BUILDING RESILIENT COMMUNITIES	4
IDS 563	NONPROFIT MANAGEMENT	2
Capstone Courses (12 credits)		
PSY 590	INTERNSHIP I	3
PSY 591	INTERNSHIP II	3
PSY 593	THESIS I	3
PSY 594	THESIS II	3
Total Credits		36

PSY 519 SOCIAL RESEARCH METHODS Credits: 3

This course is designed to deepen students understanding of the methods with which social scientists work to systematically understand social phenomena, including identifying general patterns and relationships, testing and refining theory, and making predictions.

PSY 520 STATS & QUANTATV DATA ANALYS Credits: 3

An extension of PSY 519, this course will be the second course in an applied statistics sequence. Students in this course will obtain a foundational understanding of the various theories underlying probability, statistics, and quantitative data analysis, and will practice with data using statistical software.

Prerequisites: PSY 519 with a B- or higher.

PSY 551 RESEARCH WRITING I Credits: 2

These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

PSY 552 RESEARCH WRITING II Credits: 2

These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

PSY 553 RESEARCH WRITING III Credit: 1

This course will be the third in a series of graduate seminars in research writing. The focus in this seminar will be assisting the preparation of student MA thesis manuscripts for defense and publication in academic journals.

Prerequisites: PSY 551 and PSY 552 with a B- or higher.

PSY 556 FUNDRAISING & GRANT WRITING Credits: 2

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

PSY 560 PROGRAM EVALTN & APPLD QUAL Credits: 3

This class provides an overview of the field of program evaluation, with an emphasis on providing students with essential knowledge for conducting effective program evaluations in organizations and related community settings. Students will acquire an understanding of the phases of program evaluation, particularly those relevant to conducting needs assessments of various populations.

PSY 561 CONFLICT RESOLTN & MEDIATION Credits: 2

This course provides an introduction and overview of the field of mediation and conflict resolution, with a focus on both the nature of conflict and our understanding of what resolution seeks to achieve. Through small groups, simulated conflict situations, and examples from various community settings, students will learn how to assess common causes of conflict, and its effect on individuals and communities. Students will also learn about different forms of dispute resolution, including recent research on forgiveness completed through the Stanford Forgiveness Project, and the primary models of mediation and the mediation process.

PSY 562 SOCIAL PSY OF MENTAL HLTH Credits: 2

This course will introduce students to interdisciplinary perspectives on the role of culture in understanding human behavior and psychiatric diagnoses. Students will become familiar with different perspectives on culture and mental health, with the goal of refining students' cultural competence in research and professional practice with diverse individuals and groups.

PSY 563 HEALTH PSYCHOLOGY Credits: 2

This class provides an overview of the field of health psychology, with an emphasis on how socio-cultural and economic factors influence health beliefs and health behaviors. Students will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing diseases.

PSY 564 SOCIAL POLICY & ADVOCACY Credits: 2

This course will examine the role of social policy and advocacy in community psychology and public health. Students will explore the roles communities and nonprofits play in influencing the public policy process. This course will analyze the range of advocacy strategies available to communities and individuals, and will provide students with an opportunity to plan, implement, and evaluate an advocacy campaign.

PSY 570 COMMUNITY PSYCHOLOGY Credits: 3

This class provides an introduction to community psychology, with an emphasis on the ways in which communities, organizations, and broader social systems are strengthened to meet people's needs. Students will apply psychological principles to social and organizational issues, and will learn how the field of community psychology plans and implements community changes, advances social justice, and uses research to inform and evaluate this work.

PSY 580 SOCIAL INEQUALITY Credits: 3

This course will use the research and literature on human diversity and international psychology to deepen students multicultural, cross-cultural, and diversity awareness. An emphasis will be given to the ways in which dimensions of culture, ethnicity, lifestyle, religion, class, and economic status affect individuals and groups. Psychological perspectives and interventions will be studied from across many cultures.

PSY 581 COMMUNITY DEV: PREV & INTERVTN Credits: 2

This course will introduce students to the primary theories and methods of community prevention and intervention. Students will examine core ecological constructs in community settings, and theories of psychological dysfunction and well-being, stress, and social support. Emphasis in the course will be given to preventing problem behaviors and promoting social change through self-help, empowerment, community-based mental health interventions, social policy and social justice.

PSY 590 INTERNSHIP I Credits: 3

This is the first of two courses students complete at a local community site. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing internships will acquire and refine skills and competencies essential to both employment and doctoral study.

PSY 591 INTERNSHIP II Credits: 3

This is the second of two courses students complete to fulfill the community internship requirement. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing the internship will acquire and refine skills and competencies essential to both employment and doctoral study.

PSY 593 THESIS I Credits: 3

This course is the first of two dedicated to the Master's Thesis research project. Students will complete a thorough literature review on a topic related to community psychology, including developing both the primary bibliography as well as the introductory sections for a thesis. In addition, a detailed description of the scope or experimental design of the thesis will be produced.

PSY 594 THESIS II Credits: 3

This is the second and final course dedicated to the Master's Thesis research project. Students in the course will complete the following: data collection and analysis, written composition of results, completion of the thesis, and a thesis defense.

Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL)

The College of Arts & Sciences, in conjunction with the Department of International Studies, offers a Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL). This 30-33 hour master's program is a combination of theory and practice and is offered for candidates who work primarily with second language learners outside of the Pre-K to Grade 12 classroom setting both in the United States and abroad.

Program Objectives

Successful international candidates in the MA TESOL will:

- Gain expertise in teaching English as a foreign or second language
- Develop an appreciation and understanding of English and its structure
- Learn the latest theories and techniques for teaching a second language

- Develop competence in using English as well as improvement in their ability to teach a foreign language

American students who complete this program will:

- Possess the qualifications to teach English to Speakers of Other Languages in programs in community colleges or universities, social service agencies, and churches
- Possess the additional knowledge and skills to help them seek employment in foreign countries as teachers of English as a second language

This degree does not meet requirements for state public school certification. Candidates who are interested in teaching ESOL in K-12 public schools in the United States must have completed a teacher education program. Option B is recommended for K-12 licensed teachers.

Admission Requirements

Admission Criteria and Process

The following items are required for a complete application. Contact the Office of Admission for application deadlines.

- Apply Online (<http://www.cu-portland.edu/your-higher-education-journey-starts-here-apply-now>) at <http://www.applytocu.com>.
- Official transcripts demonstrating completion of a Baccalaureate degree from a regionally accredited college or university. Cumulative undergraduate GPA must be 2.80 or higher. The GPA for graduate courses transferred in must be 3.0 or higher. You may submit the Transcript Release Form (http://www.cu-portland.edu/sites/default/files/pdf/Concordia%20University_Undergrad%20Transcript%20Release_150312.pdf) to allow Concordia University to request official transcripts on your behalf or you may submit them yourself. Transcripts must be received in a sealed envelope to be considered official.
- Two letters of recommendation, dated within six months of applying, that speak to qualifications or potential to teach English as a second language.
- A letter of intent (no longer than two pages) explaining:
 - a. Why you desire to enter CU's MA TESOL program.
 - b. Where you want to be, personally and professionally, five years from now.
- Submit a detailed résumé that provides a history of work experience.

- International students applying to the MA TESOL program have additional requirements (<http://www.cu-portland.edu/node/1013>).
- If you are an international student, a score of 80 (internet-based), 213 (computer-based), or 550 (paper-based) on the Test of English as a Foreign Language (TOEFL) that is no more than two years old or the International English Language Testing Systems (IELTS). The minimum score for the IELTS test is 6.5. Completion of ELS 112 also satisfies the language requirement for this program. You will also need to:

1. Have completed a financial guarantee form
2. Submit a copy of your passport

International applicants are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systems (IELTS). The minimum score for the IELTS test is 6.5.

Graduation Requirements

In order to graduate from the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Successful completion of a minimum of 30 semester hours
- Successful completion of all required courses
- At least:
 - 50% of the credits required for the program have been completed at Concordia University-Portland
 - A 3.0 cumulative GPA has been earned
 - All required courses have been completed with a grade of "B-" or better
 - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

Required Core Courses (22 credits)

Code	Title	Credits
TESL 534	INTRO TO GRADUATE STUDIES	1
TESL 539	LINGUISTICS	3
TESL 544	ENGLISH GRAMMAR & STRUCTURE	3
TESL 545	STRATEGIES FOR TCHNG ENGLISH	3
TESL 546	TESOL METHODS	3
TESL 547	TESOL EDUCATIONAL ASSESSMENT	2
TESL 585	TESOL PRACTICUM	3
TESL 603	RESEARCH DESIGN METHODS	3
TESL 597	PROF ASSESSMENT SEMINAR	1
Total Credits		22

Candidates may choose one of the following options:

Option A: Thesis (+11 credits)

In addition to the core courses, candidates will complete at least five (5) elective credits (see below), TESL 698 THESIS I, and TESL 699 THESIS II

Option B: Non-thesis (+11 credits)

In addition to the core courses, non-thesis candidates will add at least 11 credits of electives (see below), and a substantive research project as part of TESL 597 PROF ASSESSMENT SEMINAR.

Option C: International Immersion Practicum (+8 credits)

In addition to the core courses, candidates will add at least five (5) credits of electives (see below), and a three-credit international immersion TESL practicum – TESL 587 IMMERSION PRACTICUM. Students will spend a minimum of six weeks abroad teaching ESL. In addition, students will write a paper which will be presented and defended for completion of the credits. International teachers cannot use their current employment for this option.

Electives:

Code	Title	Credits
TESL 501	WORKPLACE ESL	3
TESL 505	INTERCULTURAL COMMUNICATION	3
TESL 520	TESOL SEMINAR (Up to 4 credits)	2
TESL 541	CURRICULUM AND TECHNOLOGY	2
EDEL 531	STRAT & MAT FOR TEACHING ELL	3

EDGR 535 THEORIES OF TCHNG/LRNING 3

TESL 501 WORKPLACE ESL Credits: 3

Students will study the theory and practice in developing programs to teach English language programs in the workplace. Students will observe workplace programs and examine case studies. Students will complete a needs assessment and develop curriculum based on that assessment for a local company employing non-native speakers. Students will also examine English for Specific Purposes.

TESL 505 INTERCULTURAL COMMUNICATION Credits: 3

Globalization is one of the major forces shaping our world. If we look at the spread of information, ideas, capital, media, cultural artifacts—or people—we can see that the boundaries and borders that have historically separated one country or one group from another are becoming more and more permeable. This course is designed to help students meet the challenges of living in a world in which we regularly interact with people from different cultures.

TESL 520 TESOL SEMINAR Credits: 2

Graduate students will benefit by having the option of taking specialized seminars which will meet specific needs depending on the students desired teaching situations. Topics will include teaching pronunciation, studies in second language acquisition, using technology, and sociolinguistics.

TESL 534 INTRO TO GRADUATE STUDIES Credit: 1

Students in the Teaching English to Speakers of Other Languages (TESOL) program should plan to take the Professional Planning Seminar during their first semester whenever possible. This seminar outlines the candidate's personal and professional goals and provides students with a comprehensive plan for meeting those goals. Students will begin the process of assessing competencies necessary for the field of Teaching English to Speakers of Other Languages.

TESL 539 LINGUISTICS Credits: 3

This course is designed to investigate and discuss the various aspects of language from both historical and current viewpoints. Students will see language from a philosophical standpoint as well as in scientific ways, considering languages in society and how languages change over time. A major focus of this course will be to introduce students to the general principles necessary for the study of language: phonetics, phonology, morphology, syntax, and semantics. Since linguistics is an empirical science, this portion of the course will emphasize problem solving and the examination of language data. The second half of the course will focus on a variety of topics related to linguistics: language variation, dialects, and historical linguistics (the history of English).

TESL 541 CURRICULUM AND TECHNOLOGY Credits: 2

Using free Web 2.0 tools, students will collaborate online with an international group of teachers in order to learn how to exploit social multimedia Web resources for classroom teaching and professional development. This class is designed for those who want to move beyond using the Internet solely for information dissemination. You will learn to use the Web in educational settings as students are already doing in their wider world, including blogs, wikis, podcasts, audio and videoconferencing, social bookmarking, and resource management. Text, audio and video resources will help guide you in pedagogical best practices, using Web 2.0 tools to create classroom materials and activities that can be used immediately in English language teaching settings.

TESL 544 ENGLISH GRAMMAR & STRUCTURE Credits: 3

This course provides an in-depth study of the structure of English. Students will examine the role of grammar in language acquisition and learn methods of teaching grammar both deductively and inductively.

TESL 545 STRATEGIES FOR TEACHING ENGLISH Credits: 3

This course focuses on language teaching strategies, techniques, drills, and activities based on the latest research in language acquisition theories. This course provides content specific strategies for teaching all the language skills: reading, writing, listening, and speaking. In addition, students will examine the roles of grammar and vocabulary in language learning.

TESL 546 TESOL METHODS Credits: 3

This course provides students with a foundation in key concepts necessary for the field of TESOL. Students will learn current theories related to second language acquisition, the nature and importance of learner variables, and the history and development of methods of teaching language.

TESL 547 TESOL EDUCATIONAL ASSESSMENT Credits: 2

This course provides a comprehensive survey of the essential principles of assessing second language learning and provides students with the critical tools that they will need as teachers to evaluate performance fairly and effectively. Students will examine assessment for all four language skills- listening, speaking, reading, and writing - and will explore standardized tests and standards-based assessment.

TESL 585 TESOL PRACTICUM Credits: 1-3

Students in the MA-TESOL graduate program will teach 135 hours in settings with non-native English speakers. Based on career goals, candidates may teach in community college programs, intensive academic ESL programs, K-12 classrooms, or vocational ESL programs.

TESL 587 IMMERSION**PRACTICUM Credits: 3**

This practicum gives TESOL candidates the opportunity to teach English in a setting outside the United States. Students complete at least 6 weeks of full-time teaching at an approved institution abroad and complete an assigned curriculum project. Placements are made by the program director in conjunction with the candidate.

TESL 597 PROF ASSESSMENT**SEMINAR Credit: 1**

During the last semester of their program, candidates in the TESOL program are required to complete the Professional Assessment Seminar. This seminar gives students the opportunity to demonstrate their competence in the field through oral presentation of their research and completion of the Final Assessment of Competencies and portfolio. Students will also look at job opportunities in Teaching English to Speakers of Other Languages, prepare a professional curriculum vita, and examine ways to continue to grow professionally.

TESL 603 RESEARCH DESIGN METHODS Credits: 3

This is an educational research class that is designed to provide TESOL graduate students with the knowledge to analyze and understand research in SLA studies and educational research. It is not a statistics course (but that does not mean that we don't do some statistics). Students will learn the basic framework of research, including necessary statistics, to design a research study in the field of applied linguistics. Students will learn to engage safely in analysis and research design at the scholarly level and will learn to be a critical reader of research in their chosen area of study.

TESL 698 THESIS I Credits: 3

Students will work on their literature review and research for their thesis.

Prerequisites: TESL 603 with a B- or higher.

TESL 699 THESIS II Credits: 3

This course offers the graduate student the opportunity to investigate, in depth, a topic in teaching English as second language, applied linguistics, or language acquisition. Students will work with an individual faculty mentor, following the full procedures of the College of Arts and Sciences.

Prerequisites: TESL 698.

SCHOOL OF LAW – GRADUATE DEGREE (BOISE, ID)

- Juris Doctor (JD) (p. 250)

Juris Doctor (J.D.)

For over a century, Concordia University has graduated students who are both academically and ethically prepared to make a positive impact on their communities. Establishing a law school was a natural extension of Concordia's mission as a Christian university to prepare leaders for the transformation of society. The law school welcomed its first class in the fall of 2012.

Mission and Values

Concordia University and the School of Law are committed to preparing students for lives of meaningful vocation and service. The law school provides a challenging, supportive, learning environment that integrates faith, learning, and civic engagement in the search for truth, social justice, and an informed voice of reason.

Application Instructions

1. Obtain a bachelor's degree from a regionally accredited college or university. You may apply prior to completion, but you must complete your degree before enrolling at Concordia University School of Law.
2. Submit an online application and attach required and/or optional documents listed below.
3. Take the LSAT.
4. Subscribe to the Credential Assembly Service (CAS) and provide documents required to complete your CAS report.
5. Ask for assistance as needed.

Application Process

1. To access the Concordia Law online application, log in using the L Number assigned to you upon creating a JD account with the Law School Admission Council (LSAC). Concordia Law's LSAC code is 4881 and is listed under *Member Schools*.
2. After you complete the online application, you can print the application for your review or records, but please do not submit this document to the law school. Instead, click *submit* and your application will be sent to the law school electronically along with your attached documents. Paper

applications are not accepted except upon special request.

3. The application processing fee of \$50 is waived for all applicants. However, before you submit your application, be sure that a CAS Report is added to your cart. A \$35 report fee is required to submit your application and there is a \$185 fee for the Credential Assembly Service (CAS) report.
4. Concordia Law cannot review your application until we receive your CAS Report. In order for your CAS report to be released to Concordia Law, LSAC needs to receive official transcripts from any college or university you have attended, a minimum of two letters of recommendation, and a valid LSAT score.
5. If you experience any difficulty using the online application, contact LSAC's Help Desk at 215-968-1393. Concordia Law's LSAC code is 4881.
6. The program begins in the fall semester. Applications for admission are accepted through August 1 of the same year or until the class is filled, whichever comes first. However, space and scholarships are limited. It is to your advantage to apply early in the process.

Application Review and Decision Letter Timeline

Upon receipt of your application and CAS report, and verification that all application questions have been answered and all required documents have been received, your file will be reviewed for admission and scholarships. The review process can take up to two weeks. Once the Admission Committee reviews your file, decision letters or further communication from the Office of Admission will be sent within a few days.

Application Requirements for Transfer Students

Transfer students are admitted by the Admissions Committee. The Associate Dean of Academics will determine the number of credits accepted and the curriculum required for an admitted transfer student to graduate from the School of Law in accordance with this policy.

Concordia Law allows a maximum of 39 credits to transfer in from an ABA-approved law school towards a student's program of study. Students who attend ABA-approved foreign or domestic law schools/programs must obtain a 2.0 ("C") grade or better for transfer of credit to be granted. Transfer of credit does not apply to courses taken on a pass/fail basis or other ungraded legal experiences. The faculty may

consider petitions for exceptions from this policy on a case by case basis.

In determining the curriculum needed to graduate, the Associate Dean of Academics shall allow course(s) taken at the transferor school to satisfy Concordia's J.D. Program requirement(s) on a determination that the content of the course(s) substantially overlaps and that the course(s) credit is eligible and will be transferred.

Course grades received from other law schools and/or legal programs are not included in Concordia School of Law's GPA computation.

Application Requirements for International Students

International students are encouraged to apply to Concordia University School of Law. If you have a foreign law degree, please contact the Concordia Law Admissions office for the most up-to-date information and program options. If you are not a citizen of the United States, you must:

- hold a degree that is equivalent to a baccalaureate degree;
- take the Law School Admission Test;
- sign up with the Law School Admission Council for the Credential Assembly Service (CAS) and then submit all college or university transcripts, and two letters of recommendation, to LSAC;
- submit all required application materials using our online application by April 1 in order to provide sufficient time to acquire a Visa;
- submit a copy of your passport showing your official name.

Upon admission to Concordia Law, you will need to submit:

- a Statement of Financial Guarantee that demonstrates proof of financial support to cover the total cost of attendance for the academic year. This document does not need to be submitted in order for your application to be reviewed, but it must be received before we can issue the I-20 Form necessary to obtain an F-1 Student Visa.

In addition to the above requirements, applicants who are not native English speakers and/or do not hold a baccalaureate degree from an institution at which the primary language of instruction is English are required to:

- receive a TOEFL score of at least 600 (paper based) or 100 (internet based);
- arrange for the Education Testing Service (ETS) to forward an official TOEFL score

to the Law School Admission Council for inclusion on your CAS report.

An applicant who has studied for more than one academic year outside of the United States, its territories, or Canada must use the LSAC's JD-CAS service for an evaluation of foreign transcripts. This service is included in the CAS subscription fee. A Foreign Credential Evaluation will be completed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and evaluated transcripts will be included with the CAS report sent to Concordia Law.

Graduation

At Concordia Law, the Juris Doctor (J.D.) degree is awarded upon the successful completion of the degree requirements. The degree provides the academic training and skills needed to practice law and the knowledge required to take and pass a state bar exam in order to become a licensed attorney. Although most graduates will initially elect to use their degrees within the legal arena, a J.D. degree has become increasingly recognized as the foundation to prepare and lead law school graduates into a wide variety of careers in business, finance, government, education, and the non-profit sector.

Application for Graduation

Students must submit an Application for Graduation by April 15th if they plan to receive a degree at the conclusion of the upcoming fall term or at the conclusion of the spring or summer term of the following calendar year. Once the necessary paperwork has been submitted and processed, students will receive information regarding the commencement ceremony.

Graduation with Honors

Students who obtain a cumulative grade point average of 3.29 or higher will graduate with honors, as follows:

- Summa Cum Laude: 3.70 to 4.33
- Magna Cum Laude: 3.47 to 3.69
- Cum Laude: 3.29 to 3.46

Students who graduate with honors will receive a notation on their academic transcript.

Degree Requirements

A student's graduation degree requirements are established based on matriculation date. To qualify for the degree of Juris Doctor, a student must:

1. Complete a course of study of not fewer than 90 credit hours of course work.

2. Achieve a final cumulative grade point average of at least 2.0.
3. Achieve a passing grade in all required courses.
4. Complete all of the graduation degree requirements no earlier than 24 months and no later than 84 months after a student has commenced studies at the School of Law or a law school from which transfer credit has been accepted.
5. Complete all required courses:
 - a. Business Organizations
 - b. Civil Procedure I
 - c. Civil Procedure II
 - d. Constitutional Law I
 - e. Constitutional Law II
 - f. Contracts I
 - g. Contracts II
 - h. Criminal Law
 - i. Criminal Procedure
 - j. Evidence
 - k. Foundations of Justice
 - l. Law School Success Skills
 - m. Legal Research & Writing I
 - n. Legal Research & Writing II
 - o. Professional Responsibility
 - p. Property I
 - q. Property II
 - r. Torts I
 - s. Torts II
6. Complete two (2) Menu Courses from this list:

- Administrative Law
- Conflict of Laws
- Federal Individual Income Tax
- U.C.C. Article 9: Secured Transactions
- Wills, Trusts, and Estates

1. Complete all requirements associated with:
 - a. the Legacy Mentor Program,
 - b. the Pro Bono Service Requirement,
 - c. the Advanced Writing Requirement, and
 - d. the Experiential Course Requirement.

a. Legacy Mentor Program

The Legacy Mentor Program is designed to provide law students with opportunities to interact with members of the legal profession, to understand the social and ethical responsibilities of the legal profession, and to prepare students to create change, serve others, and contribute to the profession. The mentorship program is a graduation requirement at the School of Law. All full-time and part-time students are required to enroll in the mentorship program each regular semester

starting with the first regular semester the student attends Concordia through the student's sixth semester. (Transfer students must contact the Director of Experiential Learning to create a course plan to complete the mentorship requirement.) A total of two (2) credit hours are awarded for successful completion of the mentorship requirements. It is the student's responsibility to ensure the student is enrolled in the appropriate level of mentorship each semester until the graduation requirement is complete.

b. Pro Bono Service Requirement

The pro bono program at Concordia Law is mandatory and institutionally supported. Each student is required to complete 50 hours of law-related public service prior to graduation.

Students may participate in the pro bono program after completion of their first semester of study and after attending a required pro bono program orientation. Students must be in good academic standing to participate. In accordance with Idaho Rule of Professional Conduct Rule 6.1, the substantial majority of a student's pro bono work shall consist of providing direct legal services to persons of limited means. The work must be legally-substantive, supervised by a licensed attorney, and performed without any remuneration, either monetary or to satisfy any other academic requirements. Under the supervision of the Director of Experiential Learning and a student-run Pro Bono Service Board, the School of Law has established partnerships with organizations that provide legal services to underserved populations in a wide variety of settings including legal aid organizations, volunteer lawyer programs, government agencies, and charitable organizations. A list of pre-approved opportunities can be found on Hire Concordia Law (https://concordialaw-csm.symplicity.com/students/index.php?signin_tab=0&signin_tab=0&PHPSESSID=7d7f8773430350). Students are encouraged to identify their own opportunities for service, but all projects must be pre-approved by the Director of Experiential Learning to be eligible for pro bono credit. Refer to the Pro Bono Program Handbook for more information.

c. Advanced Writing Requirement

Following the first year of law school and prior to graduation, each student must complete a rigorous legal writing requirement.

d. Experiential Course Requirement (formerly Professional Skills)

Following the first year of law school and prior to graduation, each student must complete one or more experiential learning course(s), totaling at least six credit hours. The experiential learning courses must provide instruction in

professional legal skills which are generally regarded as necessary for effective and responsible participation in the legal profession. An experiential learning course may be (i) a simulation course; (ii) a clinical course; (iii) an externship; or (iv) an eligible additional Advanced Writing Requirement course. To satisfy this requirement, a course must be primarily experiential in nature and must:

- (i) integrate doctrine, theory, skills, and legal ethics and engage students in performance of one or more of the professional skills identified in Standard 302;
- (ii) develop the concepts underlying the professional skills being taught;
- (iii) provide multiple opportunities for performance; and
- (iv) provide opportunities for self-evaluation.

A course used to satisfy the Advanced Writing Requirement may not also be used to satisfy the Experiential Course Requirement.

Academic Performance

Good Standing

Students are in *good standing* if their overall cumulative grade point average is least 2.0 at the end of each term. Students not in good standing will be subject to academic probation and, if applicable, dismissal.

Academic Probation

Academic Probation is subject to and controlled by the provisions on Academic Dismissal. Academic Probation is not a prerequisite to Academic Dismissal.

Probation for Failure to Maintain a 2.0 Cumulative Grade-Point Average

A student whose cumulative GPA is less than 2.0 at the end of a term will be placed on academic probation at that time for the duration of their next semester. The student will receive a letter from the Associate Dean of Academics announcing the student's probationary status, as well as the procedures to follow and the student's responsibilities.

Where the student subsequently completes the probationary semester, achieves a minimum 2.0 cumulative GPA, and satisfies the conditions imposed by the Associate Dean of Academics, the student shall be considered in Good Standing and may continue without academic restrictions. Where, however, the student fails to achieve at least a minimum 2.0 cumulative GPA at the end of the probationary period, the student will be subject to academic dismissal.

Required Condition: Academic Supervision Plan

A student placed on Academic Probation must meet with the Director of the Academic Success Program to develop an Academic

Supervision Plan. A copy of the Academic Supervision Plan must be filed with the Student Records Coordinator by the date stated in the probationary status notification letter.

Academic Dismissal

Dismissal Following First Semester

A student whose cumulative GPA is below 1.70 after the first semester will be subject to academic dismissal.

Second and Subsequent Semesters

A student who has completed two or more semesters and whose cumulative GPA has twice been below 2.0 at the end of any semester will be subject to academic dismissal.

Procedures for Students Subject to Academic Dismissal

A student subject to academic dismissal will receive an opportunity to petition a faculty-designated committee, for permission to continue the student's studies. The student must submit the petition to the Associate Dean of Academics within five (5) business days of receipt of the dismissal letter.

The student must show, 1) the student's performance was the result of conditions not reasonably within the student's control, 2) the conditions that caused the student's poor performance have ceased or will cease before the student resumes study, and 3) the student possesses the requisite ability and the prior disqualification does not indicate a lack of capacity to complete the course of study.

The faculty-designated committee will make a decision on the petition within five business days of its receipt. In deciding the petition, the faculty-designated committee may consider information from faculty members and staff. The faculty-designated committee may deny the petition, may allow the student to continue immediately, may allow the student to continue after a set period of time, or may defer deciding the petition until it receives further information.

If the faculty-designated committee denies the student's petition, the student can appeal to the Dean of the School of Law. The student should submit the appeal in writing to the Dean of the School of Law within three (3) business days of having received the faculty's decision, including a copy of the petition to the faculty/committee, a description of the process used to bring the petition to the faculty/committee, and any concerns that the student has over the proper application of policies or procedures, or concerns about the fundamental fairness of the process. The Dean of the School of Law will review the appeal on the basis of the proper application of this process and related policies and the fundamental fairness of the process.

The Dean of the School of Law will endeavor to render a decision within three (3) business days of having received the student's appeal. The decision of the Dean of the School of Law is final.

A student who is subject to academic dismissal may not rely on any representations that they may continue in law school outside of the petition and appeal process described above.

Dismissed Students

Students who are dismissed may apply for re-admission. Applicants for re-admission must go through the ordinary admission process and satisfy the requirements of the ABA Standards pertaining to readmission. Students who are re-admitted in such circumstances begin law school anew and neither receive credit for their prior grades nor have their prior grades included in their grade-point average. A re-admitted student will be subject to the published Academic Performance standards and will be considered a "First Semester" student for the purpose of Academic Dismissal.

Special Offerings for the School of Law

3+1 JD to MBA

The *3+1 JD to MBA* program reflects an explicit partnership between the Boise Law School and the Concordia Portland School of Management. Students will complete the Concordia J.D. in 3 years, consistent with ABA requirements. After successful completion of the J.D. degree, students can begin the accelerated (1-year, 19 remaining credit) MBA the next fall term. Up to 19 credits of MBA requirements can be met by approved LAW course substitutions, as outlined below. Students can apply to the *3+1 JD to MBA* program directly at the time of applying to the Concordia Law School or any time during their course of study in the Law School. Satisfactory academic standing in the J.D. program and the earned J.D. degree are required for acceptance into the MBA program. No MBA classes may be taken concurrent with J.D. courses. Only LAW courses with a grade of 2.0 or higher may be applied as substitutes. Students completing a J.D. degree at law school other than Concordia-Portland may be reviewed on a case by case basis to determine if an accelerated Concordia MBA pathway is feasible. Specific curriculum from the incoming law program would need to be evaluated by the Dean of the School of Management.

Code	Title	Credits
MBA 501	FOUNDATIONS	4

MBA 502	FINANCIAL REPORTING/ CONTROL	3
MBA 503	LEADING ORGANIZATIONAL CHANGE	3
MBA 504	MARKETING	3
JD Substitution:		
	LAW 636 BUSINESS ORGANIZATIONS	
MBA 507	COMPETITION & STRATEGY	3
MBA 508	FINANCE	3
JD Substitution:		
Four credits - LAW Externships, Clinics, Practicums, or other Experiential courses		
JD Substitution:		
	LAW 623 LEGAL RESEARCH AND WRITING I	
	LAW 625 LEGAL RESEARCH AND WRITING II	
Nine credits from:		
	LAW 609 CONTRACTS I	
	LAW 610 CONTRACTS II	
	LAW 619 PROPERTY	
	LAW 635 BANKRUPTCY	
	LAW 630 ADMINISTRATIVE LAW	
	LAW 657 FEDERAL INCOME TAX	
	LAW 660 UCC 9: SECURED TRANSACTIONS	
	LAW 640 EMPLOYMENT & LABOR LAW	
	LAW 683 INSURANCE LAW	
	LAW 647 INTERNATIONAL LAW	
	LAW 675 REAL ESTATE TRANSACTIONS	
	LAW 662 WILLS, TRUSTS, AND ESTATES	
	LAW 688 WORKERS' COMPENSATION LAW	
	LAW 649 CORPORATE TAX	
Total Credits		19

Two-Year Foreign Attorney J.D. Program

Concordia University School of Law offers an accelerated two-year Juris Doctor program geared toward international students who already hold a law degree from a country other than the United States.

Application Requirements for Two-Year Foreign Attorney J.D.

Students applying to the Two-Year Foreign Attorney J.D. program are considered transfer students at Concordia University School of Law, must complete a transfer student application through the Law School Admission Council (LSAC), and must provide official transcripts for evaluation, as well as two letters of recommendation. Students applying to this program are not required to sit for the

LSAT exam, but may be asked to provide a TOEFL score if their program of study was not in English, or if the student does not have an advanced degree in an English-based program. For students who have completed a foreign law program that meets American Bar Association (ABA) standards, Concordia Law will accept up to 30 transfer credits in recognition of the completion of that degree program toward their juris doctor degree. Because of this, our Foreign Attorney J.D. Program is only two years long, rather than the traditional three. Students will complete a prescribed course of study that focuses on bar-tested foundational courses, while also providing an opportunity to take elective courses aligned with students' interests or related to their intended area of practice. For more information please contact the Office of Admission at (208) 639-5440 or lawadmission@cu-portland.edu.

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Code Title
Click on Course Code to see Course Description

FIRST YEAR

Required Courses (31 credits)

LAW 101	SUCCESS SKILLS	1
LAW 601	CIVIL PROCEDURE I	3
LAW 602	CIVIL PROCEDURE II	3
LAW 605	CONSTITUTIONAL LAW I	3
LAW 608	PROPERTY LAW I	3
LAW 609	CONTRACTS I	3
LAW 610	CONTRACTS II	3

LAW 613	CRIMINAL LAW	3
LAW 623	LEGAL RESEARCH AND WRITING I	3
LAW 625	LEGAL RESEARCH AND WRITING II	3
LAW 626	TORTS I	3
MENTORSHIP: 1L - Fall (0); 1L - Spring (0)		

UPPER LEVEL

Required Courses (30 credits)

LAW 606	CONSTITUTIONAL LAW II	3
LAW 614	CRIMINAL PROCEDURE	3
LAW 617	EVIDENCE	3
LAW 618	FOUNDATIONS OF JUSTICE	3
LAW 620	PROFESSIONAL RESPONSIBILITY	3
LAW 636	BUSINESS ORGANIZATIONS	4
LAW 650	PROPERTY LAW II	3
LAW 658	TORTS II	3
LAW 662	WILLS, TRUSTS, AND ESTATES	3
LAW 651	MENTORSHIP (LEVEL) (2L - Fall [0.5]; 2L - Spring [0.5])	1
LAW 651	MENTORSHIP (LEVEL) (3L - Fall [0.5]; 3L - Spring [0.5])	1

Pro Bono Service Requirement (0 credits) 0

Advanced Writing Requirement (2-3 credits) 2-3

Choose one course from the following:

LAW 631	LITIGATION PLANNING AND DRAFTI (3)
LAW 632	JUDICIAL WRITING (2)
LAW 664	INTENSIVE LEGAL WRITING (3)
LAW 665	ADVANCED APPELLATE ADVOCACY (2)
LAW 669	ADV. LEGAL WRITING: RHETORIC (3)
LAW 678	ALW-LOGIC AND NARRATIVE (2)

Experiential Course Requirement (6 credits) 6

(Externships, Practicums, Clinics, or eligible Advance Writing courses not used to satisfy that requirement)

Electives 20-21

Complete two (2) Menu Courses from the following list (4-6 credits):

LAW 630	ADMINISTRATIVE LAW (3)
LAW 633	CONFLICT OF LAWS (2-3 credits)
LAW 657	FEDERAL INCOME TAX (3)
LAW 660	UCC 9: SECURED TRANSACTIONS (2)
LAW 662	WILLS, TRUSTS, AND ESTATES (3)

Additional Electives to bring overall total to 90 credits (14-17 credits)

Total Credits 89

LAW 101 SUCCESS SKILLS Credit: 1

Success Skills familiarizes students with the process of legal education and introduces the foundational skills required for optimal law school performance. The course covers reading and briefing cases, notetaking, synthesizing rules, creating course outlines, and drafting legal analysis in the context of the law school exam.

LAW 601 CIVIL PROCEDURE I Credits: 3

Pre-trial and trial proceedings under the Federal Rules of Civil Procedure, including pleadings, motions, discovery, jury trial rights, preliminary and permanent injunctive relief, judgments, and res judicata.

LAW 602 CIVIL PROCEDURE II Credits: 3

Personal and subject-matter jurisdiction; venue; state law applied in federal courts; federal law applied in state courts.

LAW 603 WRITING FOR THE BAR EXAM Credit: 1

This course teaches the writing, analysis, and time-management skills needed for success on the essay portions of the Uniform Bar Exam – the Multistate Performance Test and the Multistate Essay Examination. This course supplements, but does not replace, a traditional commercial bar review course. (Upper Level).

LAW 604 MOOT COURT COMPETITION Credit: 1

The course will require students to compete as members of a team in the American Bar Association Law Student Division's National Appellate Advocacy Competition by submitting a brief and participating in oral argument based on a hypothetical appeal to the United States Supreme Court. (Upper Level)

Prerequisites: LAW 671 with a 1.00 or higher.

LAW 605 CONSTITUTIONAL LAW I Credits: 3

Federalism and the Separation of Powers. (Upper Level).

LAW 606 CONSTITUTIONAL LAW II Credits: 3

The Bill of Rights and related individual liberties. (Upper Level)

Prerequisites: LAW 605 with a 1.00 or higher.

LAW 607 INTENSIVE LEGAL ANALYSIS Credits: 3

Intensive Legal Analysis is designed to help students develop and refine the analysis and problem-solving skills that are required for optimal success in law school, the bar exam, and in the practice of law. (Upper Level)

Prerequisite: LAW 625 with a 1.00 or higher.

LAW 608 PROPERTY LAW I Credits: 3

This course begins with theoretical and policy foundations for property law. The course then includes a study of adverse possession, estates and future interests, the Rule Against Perpetuities, rights and obligations inherent in concurrent ownership of real property, landlord-tenant law, and finally eminent domain and regulatory taking jurisprudence. (Upper Level).

LAW 609 CONTRACTS I Credits: 3

The creation of contracts and quasi contracts, including the elements of contracts, quasi contracts, and promissory estoppel; formalities relating to contract, including the parol evidence rule and the statute of frauds; capacity, legality.

LAW 610 CONTRACTS II Credits: 3

Interpretation, performance or discharge, and enforcement of agreements, including contractual damages, specific performance, reformation, rescission, restitution.

Prerequisites: LAW 609 with a 1.00 or higher.

LAW 611 CONTRACTS**PRACTICUM Credits: 2**

Contracts Practicum will provide students with experience in applying the principles learned in Contracts I and II through drafting and other exercises. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 612 CLINIC: Credits: 1-6

Clinics offer students the opportunity for attorney-supervised live-client and real-life practice experiences and to reflect on those experiences and on the values and responsibilities of the legal profession and to develop the ability to assess performance and competence at defined lawyering skills. (Upper Level).

LAW 613 CRIMINAL LAW Credits: 3

Theories of criminal liability, essential elements of criminal responsibility, classifications of crimes, elements of crime at common law and by statute, defenses to criminal responsibility, theories of punishment and consequence, corporate criminal liability.

LAW 614 CRIMINAL PROCEDURE Credits: 3

Federal Rules of Criminal Procedure and the Idaho Rules of Criminal Procedure, constitutional requirements relating to the prosecution of persons for crimes, procedures for prosecution and defense of those accused of criminal conduct, judicial control of police practices by means of exclusionary rule, including search and seizure, and police interrogation, fundamentals of procedural due process, including defendant's privilege against self-incrimination, the right to counsel, right to trial, and double jeopardy, decision to prosecute, preliminary examination, bail, discovery, plea bargaining, confrontation, speedy trial, the relationship between fair trial and free press, habeas corpus, and cruel and unusual punishment.

LAW 615 CRIMINAL LAW PRACTICUM Credits: 2

Criminal Law Practicum will provide an opportunity to apply criminal law and criminal procedure concepts. The course will cover such topics as plea-bargaining and drafting warrant applications, Brady and Jencks Act disclosure, indictments, motions to suppress and dismiss, and sentencing memoranda. (Upper Level)

Prerequisites: LAW 613 and LAW 614 with a 1.00 or higher.

LAW 616 CRIMINAL ADJUDICATION Credits: 3

Examines the adjudication phase of the criminal process, focusing primarily on the constitutional doctrines regulating the adjudicative process. The course will cover topics such as prosecutorial discretion, selective prosecution, grand juries, right to counsel, discovery, plea bargaining, jury rights, double jeopardy, and appeals. (Upper Level).

LAW 617 EVIDENCE Credits: 3

Federal Rules of evidence, common laws foundations of rules of evidence, Idaho Rules of evidence, admission of evidence, authentication, credibility, witnesses, hearsay, rules relating to extrinsic policies, documents and papers, issues relating to electronic media and technological advances. (Upper Level)

Prerequisites: LAW 601 with a 1.00 or higher.

LAW 618 FOUNDATIONS OF JUSTICE Credits: 3

Introduction to the ideal of law, including religious, historical and comparative perspectives, and the American practice of law, including the obligations of an attorney and the challenges of practicing law.

LAW 619 PROPERTY Credits: 4

Theories of real and personal property, types of property, ownership, possession and use of property, types of property rights, transfer and conveyance of property rights, systems of recording and determining property rights, bailment, basic intellectual property rights. (Upper Level).

LAW 620 PROFESSIONAL RESPONSIBILITY Credits: 3

Issues relating to the ethical practice of law pursuant to standards articulated by the American Bar Association and the Idaho State Bar, licensure and licensure processes, treatment of misconduct, suspension and disbarment, processes of the Bar Association regarding the enforcement of ethical requirements, the role of courts in enforcing ethical requirements, requirements of ethical legal practice, client relationships, economic issues, fiduciary issues, loyalty and conflicts of interest, honesty and disclosure, relationships with the Courts, relationships with other legal counsel.

LAW 621 FEDERAL COURTS Credits: 3

Federal Courts provides advanced knowledge the jurisdiction and procedure of the federal courts under Article III of the U.S. Constitution and federal statutes. It will cover the law applied in federal courts, the power of federal courts over practice, limits on jurisdiction of the federal courts, and obligation of state courts to follow federal law. (Upper Level)

Prerequisites: LAW 602 and LAW 605 with a 1.00 or higher.

LAW 623 LEGAL RESEARCH AND WRITING I Credits: 3

Fundamentals of legal research, use of traditional law library resources and tools, use of electronic and online legal research tools, essential strategies of effective written communication, principles of clarity in written communication, understanding audience environment and needs in written communication, drafting and writing motions, discovery, trial and appellate briefs.

LAW 624 CIVIL RIGHTS Credits: 3

Covers the substantive, ethical and strategic issues involved in litigating civil rights actions. This course will allow students to both learn basic principles of governmental liability/ defenses and apply their knowledge of torts, constitutional law and civil procedure in litigation setting. (Upper Level)

Prerequisites: LAW 605 with a 1.00 or higher and LAW 606 with a 1.00 or higher or concurrent enrollment.

LAW 625 LEGAL RESEARCH AND WRITING II Credits: 3

Advanced research as to legislative, case and constitutional history, drafting and writing various legal documents including transactional documents, contracts, deeds and leases, legal correspondence, electronic communication, client communication, negotiating materials.

Prerequisites: LAW 623 with a 1.00 or higher.

LAW 626 TORTS I Credits: 3

Overview of intentional torts and defenses to them; negligence, including damages, contributory and comparative negligence, and defenses to claims of negligence.

LAW 627 FOUNDATIONS OF LEGAL ANALYSIS Credits: 3

This course is designed to develop six foundational skills expected of lawyers regardless of the area of law in which the skills arise: sort detailed factual materials and separate relevant from irrelevant facts, analyze statutory, case, and administrative materials for applicable principles of law, apply the relevant law to the relevant facts in a manner likely to resolve a client's problem, identify and resolve ethical dilemmas, when present, communicate effectively in writing, and complete a lawyering task within time constraints. This course is designed to ensure that the student is practice ready after graduation and will also aid significantly in preparing the student for the Multi-State Performance Test (MPT) portion of the bar exam. The MPT comprises 20% of the total point allocation of the Idaho Bar Exam and other Uniform Bar Exam jurisdictions.

LAW 628 EXTERNSHIP FIELD WORK Credits: 1-6

The externship program combines field work in a diversity of practice settings with a contemporaneous class, regularly scheduled tutorial, or other guided reflection designed to reinforce lawyering skills and the social and ethical responsibilities of the profession. Placements must be supervised by a lawyer and the work must be substantive legal work. Students may earn 1-6 credits depending on the number of hours worked in the field. (Upper Level).

LAW 629 EXTERNSHIP SEMINAR (Level) Credit: 1

The externship course is designed to complement students' externship field work and promote reflective learning. Students will be responsible for selected readings, journal assignments, and a final oral or written presentation. Students must have secured an externship before enrolling in the externship course. (Upper Level)

Prerequisites: Cumulative GPA of 2.0 and LAW 628 with a 1.00 or higher.

LAW 630 ADMINISTRATIVE LAW Credits: 3

Students will learn how administrative agencies function, including the procedural rules governing them, how courts interpret statutes creating them and review administrative decisions, how agencies provide expertise or the ability to act when conflict prevents legislative action, and limitations on the delegation of powers to administrative agencies. (Upper Level).

LAW 631 LITIGATION PLANNING AND DRAFTI Credits: 3

Litigation Planning and Drafting covers both strategy and drafting in a real world context. It covers initial case evaluation, drafting pleadings and discovery requests, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It will provide students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 632 JUDICIAL WRITING Credits: 2

Introduction to the various types of writing done by a judicial clerk or judge; includes in-class writing and editing assignments, reviewing real-world examples from prominent legal writers, judges, and authors to understand how legal writing influences the outcome in specific litigation contexts; students produce a bench brief. (Upper Level).

LAW 633 CONFLICT OF LAWS Credits: 3

Examines problems that arise when disputes implicate the laws of multiple jurisdictions. When a case has a connection to more than one state (or more than one country), or involves the intersection of both state and federal interests, how should a court decide which law to apply? (Upper Level).

LAW 634 ALTERNATIVE DISPUTE RESOLUTION Credits: 2

Operation and efficacy of methods of resolving disputes without resort to litigation, including arbitration, mediation and settlement, typical rules relating to such processes, enforcement of alternative methods of resolution, negotiation tactics and strategies, best practices in negotiation, ethics in negotiation, exercises and practice focusing on negotiation skills, arbitration and mediation. (Upper Level).

LAW 635 BANKRUPTCY Credits: 3

Bankruptcy covers the procedural and substantive rules of federal bankruptcy law. (Upper Level)

Prerequisites: LAW 601 and LAW 602 and LAW 619 with a 1.00 or higher.

LAW 636 BUSINESS**ORGANIZATIONS Credits: 4**

Essentials of agency and partnership law and theories of artificial entities, purposes, characteristics and reasons for choosing alternative entity forms, corporations, general and limited partnerships, sole proprietorships, LLCs, LLPs, charitable and philanthropic entity forms, formation and creation of entities, operation and governance of entities, disregarding entity form, dissolution of entities.

LAW 637 BUSINESS ORG**PRACTICUM Credits: 2**

The Business Organizations Practicum will provide an opportunity to apply the law of business organizations in a practical concept. Students will work on discerning the interest of parties who own or are forming a business, advise them, and draft legal instruments to effectuate. (Upper Level)

Prerequisites: LAW 636 and LAW 620 with a 1.00 or higher.

LAW 640 EMPLOYMENT & LABOR**LAW Credits: 3**

Foundational law of agency, employment law, worker safety, discrimination, hiring, retirement systems, wrongful discharge, employment at will, employment contracts, wage laws, child labor laws, public and private unemployment security systems, benefits issues, ADA. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 641 ENVIRONMENTAL LAW Credits: 3

Federal and state regulation of environmental matters relating to pollution control and remediation, resource conservation and management, environmental implications of planning and zoning, and common law remedies. (Upper Level).

LAW 642 FAMILY LAW Credits: 3

Students will learn the fundamental framework governing marriage, divorce, parenting, child support, property distribution and spousal maintenance. (Upper Level).

LAW 644 IMMIGRATION LAW Credits: 3

This course covers U.S. Immigration Law. The class will focus on the immigration statutes, the U.S. Code of Regulations, and related case law. It will also provide an understanding of how the U.S. government administers immigration law. At the end of the course a student should be able to review a fact pattern involving immigration law, recognize the pertinent legal issues, and analyze the issues and advise a client or agency. (Upper Level).

LAW 646 INTELLECTUAL**PROPERTY Credits: 3**

Federal law relating to copyright, trademarks, and patents, consideration of trade secrets as intellectual property, global aspects of intellectual property, obtaining and protecting intellectual property rights, issues relating to economic conversion of intellectual property rights, enforcing intellectual property rights. (Upper Level).

LAW 647 INTERNATIONAL LAW Credits: 3

Sources, interpretation, and enforcement of international law under the Vienna Convention, U.N. Charter, and other instruments of international, including custom, equity, treaties, and general principles of law. (Upper Level).

LAW 649 CORPORATE TAX Credits: 3

This course examines the taxation of corporations and their shareholders focusing on corporate formation, capital structure, non-liquidating distributions, liquidations, reorganizations, and the treatment of tax attributes. Theories of tax policy are discussed throughout the semester. Practical application of economic theories relevant to transactional law practice are framed throughout the course. (Upper Level)

Prerequisites: LAW 636 and LAW 657.

LAW 650 PROPERTY LAW II Credits: 3

This course begins with a study of a real estate transaction. The course examines deeds and mortgages, forms of title assurance, title covenants, and title insurance. The course analyzes the recording system and the recording statutes, before turning to landlord/tenant law, nuisance law, and the law of fixtures. (Upper Level).

LAW 651 MENTORSHIP (LEVEL) Credit: 1

Students are paired with lawyers and judges in the community who will expose them to a wide range of lawyering tasks and the ethical responsibilities of the profession. Second and third year students will participate in an academic credit program that combines field work with a contemporaneous seminar.

LAW 654 BAR EXAM PLANNING & MBE WSHP Credit: 1

This course familiarizes students with the components of the bar exam, the application process, and learning strategies necessary for effective bar exam preparation. In addition, this course teaches multiple choice strategy, integrating substantive review of one topic tested on the multiple choice component of the exam. (Upper Level).

LAW 655 REMEDIES Credits: 3

Advanced study of contract, tort and other remedies, legal remedies, compensatory and consequential damages, equitable remedies, injunctive remedies and court regulation of conduct, rescission, restitution, specific performance, temporary and permanent remedies, punitive damages, enforcement of remedies.

LAW 657 FEDERAL INCOME TAX Credits: 3

Essential concepts of the federal individual income tax. (Upper Level).

LAW 658 TORTS II Credits: 3

Strict liability, including liability for abnormally dangerous activities and products liability, and emerging areas of tort law. (Upper Level)

Prerequisites: LAW 626 with a 1.00 or higher.

LAW 659 TRIAL PRACTICE & ADVOCY Credits: 2

Advanced study and practice in trial and advocacy situations, including opening statements and closing arguments, examination of witnesses, introduction of evidence, and effective structuring of cases. Course may be divided into criminal and civil tracks. (Upper Level)

Prerequisites: LAW 617 and LAW 625 with a 1.00 or higher.

LAW 660 UCC 9: SECURED TRANSACTIONS Credits: 2

Covers all aspects of security interests in personal property, including creation, perfection, priorities (between competing security interests and between security interests and other property interest), and enforcement of security interests, including repossession/sale of collateral and distribution of sale proceeds. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 661 WATER LAW Credits: 3

Obtaining, using, protecting and enforcing the legal right to use water, particularly in Idaho and the Western United States, with focus on appropriation, beneficial use, prioritization, surface water issues, ground water issues, management systems, and contrast with Eastern Riparian systems. (Upper Level).

LAW 662 WILLS, TRUSTS, AND ESTATES Credits: 3

Testate and interstate post mortem succession or property, testamentary capacity, rules relating to the expression of testamentary intent, methods of post mortem transfer of property, drafting and implementing wills, trusts, creating the fiduciary relationship, characteristics of the fiduciary relationship, fundamentals of estate planning, life insurance as an estate planning device, legal processes and procedures for accomplishing post mortem succession, creditor's rights. (Upper Level)

Prerequisites: LAW 619 with a 1.00 or higher.

LAW 663 ESTATE PLANNING PRACTICUM Credits: 2

Capstone course for Trusts and Estates, Gift and Estate Tax, and Community Property, with simulated practice experiences including interviewing and counseling clients, drafting estate planning documents, drafting letters to clients, counseling executors and trustees, etc. (Upper Level).

LAW 664 INTENSIVE LEGAL WRITING Credits: 3

This course covers both strategy and drafting in a real world context. It may cover drafting office memorandum, legislation, contracts, complaints, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It will provide students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 665 ADVANCED APPELLATE ADVOCACY Credits: 2

Provides students with an opportunity to hone their brief writing skills to become more effective advocates. The course provides valuable skills regarding organization of legal arguments and effective presentation. The course is valuable for students who intend on participating in the Moot Court competitions, but it will also provide students with an opportunity to work with current appellate litigation to sharpen the legal skills necessary to become a successful practitioner. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 667 EVIDENCE PRACTICUM Credits: 2

This course is a practical skills course of the rules governing the admissibility or exclusion of evidence at trial. Subjects include competency of witnesses, direct and cross-examination of witnesses, the rule against hearsay and its exceptions, expert and lay opinion testimony, privileged communications, relevancy, procedural considerations, burden of proof, presumptions, form and type of objections, authentication, the best evidence rule and the use of demonstrative and scientific evidence. This is a bread and butter course for every lawyer, taught for practical application. (Upper Level)

Prerequisites: LAW 617 with a 1.00 or higher.

LAW 668 ADVANCED LEGAL RESEARCH Credits: 2,3

Advanced Legal Research builds practical research skills and knowledge, utilizing realistic fact-based scenarios, readings and lectures to create advanced researchers. This class takes advantage of the students' growing legal knowledge and analytical skills to expand legal research capabilities. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 669 ADV. LEGAL WRITING: RHETORIC Credits: 3

This course will cover advanced techniques of rhetoric in support of students' ability to construct persuasive legal arguments in briefs, memoranda, and other documents. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 671 MOOT COURT Credit: 1

The course will hone students' writing and oral advocacy skills in preparation for the students to compete on their own, not as a team, in the Concordia Law Moot Court Competition by submitting a brief and participating in oral argument based on a hypothetical appeal to an appellate court. (Upper level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 672 DEPOSITION PRACTICUM Credits: 2

Teaches students the art of taking and defending effective depositions. Covers substantive and procedural law, as well as the ethical rules pertaining to depositions. Students will gain experience in preparing and performing depositions of lay and expert witnesses, obtaining and developing facts, preserving testimony, and the various uses of depositions.

LAW 673 NATURAL RESOURCES LAW Credits: 3

Current topics relating to the policy, law and regulations relating to natural resources use and conservation as determined by instructor. Examples include property rights, access and eminent domain, impact of environmental regulation on natural resource development, disasters and spills relating to natural resource development. (Upper Level).

LAW 675 REAL ESTATE TRANSACTIONS Credits: 3

Examines the legal and business foundations for real estate transactions; employs a transactional approach and planning problems; reviews both commercial and residential real estate transactions; students explore investment analysis, ownership issues, anticipate legal disputes that arise at the contract stage securing financing, and legal issues that could arise post-closing. (Upper Level).

LAW 676 REAL ESTATE PRACTICUM Credits: 2

The course will cover drafting of documents such as letters of intent, real estate brokerage agreements, commercial leases and subleases, contracts for sale of lots, deeds and easement agreements, and basic construction documents. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 677 INTERNET LAW Credits: 2,3

Covers major federal statutes and regulations relating to the internet; jurisdictional issues; contracts; trespass and the Computer Fraud & Abuse Act (CFAA); intellectual property (copyright, trademark and domain names); pornography; defamation and information torts; privacy; spam; blogs and social networking sites. Antitrust and other topics as time permits. (Upper Level)

Prerequisites: LAW 601 and LAW 602 with a 1.00 or higher.

LAW 678 ALW-LOGIC AND NARRATIVE Credits: 2

Students will be able to identify and use the basics of logic and its application to legal reasoning. Students will also be able to identify various forms of narrative devices and their application to legal writing. Students will also apply the techniques learned to their legal writing. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 681 LAW REVIEW SEMINAR Credit: 1

The Concordia University Law Review is a legal periodical edited and published by Concordia University law students. Law Review membership is a rewarding educational experience that helps students refine their legal research, writing, and analytical skills, and affords a unique opportunity to work with legal professionals and faculty members. (Upper Level)

Prerequisite: Instructor permission required.

LAW 682 LAW REVIEW PRODUCTION Credit: 1

Through this course, members of the Concordia Law Review select, edit and publish high-quality, general legal scholarship by creating one or more law review issues. The course aims to develop an understanding of the legal publishing process, as well as impart the significance and societal role of academic legal research. (Upper Level)

Prerequisites: 18 credits and permission of instructor.

LAW 683 INSURANCE LAW Credits: 3

The course is an upper division course. Students will learn the fundamental risk-spreading function of insurance, rules of interpretation specific to insurance law, the standard first-person and liability insurance policies and their interpretation, and regulation of insurance. (Upper Division)

Prerequisites: LAW 609, LAW 610, LAW 626 with a 1.00 or higher.

LAW 687 HEALTH LAW Credits: 3

This course will help students understand the regulation, structure, and financing of the American health care system including public and private insurance, access to low income and uninsured, and fraud and abuse laws. (Upper Level).

LAW 688 WORKERS' COMPENSATION LAW Credits: 3

This course will provide the law student with a broad understanding of the workers' compensation system in use today established to compensate and treat injured workers involved in work accidents. (Upper Level).

SCHOOL OF MANAGEMENT – GRADUATE DEGREES

- Master of Business Administration (MBA) (p. 259)
- Master of Science in Homeland Security & Emergency Management (MS HSEM) (p. 264)

Master of Business Administration (MBA)

Program Description

The Master of Business Administration (MBA) program plays an important role in implementing Concordia's mission of preparing leaders for the transformation of society – an increasingly globalized society in need of ethical and effective leaders for business and management. Accordingly, Concordia MBA students are encouraged to appreciate diversity and develop a multicultural management perspective. They are challenged to find and follow their passion, to forge meaningful connections and apply their talents to benefit their organizations, their communities and the natural environment.

Concordia University's MBA is a 38 semester-hour graduate degree that offers business and management experiences in the areas of Health Care Administration, General Business, Leadership and Management, Project Management, Professional Practice, and Finance. Research projects, internships, and thesis options are available. Pursuing this degree will give students the opportunity to strengthen existing skills, broaden knowledge of management techniques, think creatively and globally, and test values and ethics. The entire program can be completed in 18-24 months. The MBA Core classes are offered in two different formats: one night per week or online.

The Concordia MBA curriculum emphasizes reality through case-based learning, and simulates on-the-job experience as closely as possible.

Case-based instruction is an intense process where students and faculty interact and learn from each other. The cases themselves are first-hand accounts of actual management situations. Analytics are stressed. Problems

span such areas as operating policies, accounting methods, marketing techniques, and management styles. Students are asked to take the positions of managers, perform analyses, and recommend courses of action.

Graduate Outcomes

The goals of the MBA program are designed to help MBA students further develop their personal, professional, and analytical skills and abilities.

Upon program completion, MBA candidates will demonstrate:

- an extended knowledge base for their field,
- the ability to foster diversity and a multicultural perspective in business,
- an ability to drive and foster change and innovation,
- a honed sense of ethical values, living lives of service, and understanding of the law as they relate to society and organizations,
- critical thinking and well-developed analytical and decision making skills,
- refined management and leadership capabilities,
- advanced use of information technology, and
- highly effective communication skills.

MBA Admissions

Admission Criteria

Admission to the Master of Business Administration program is based on work history, evidence of managerial proficiency, academic ability, and leadership potential. Minimum requirements for MBA program admission include the following:

- a bachelor's degree from a regionally accredited college or university,
- an undergraduate GPA of 3.0 or better in the student's last 60 semester credits of undergraduate or graduate college coursework, and
- professional or managerial experience (two or more years is required).

Applicants who fall below the minimum requirements may be considered for conditional admission. Such applicants may be required to submit additional materials for evaluation, including letters of recommendation and/or GMAT/GRE/BCTST test results.

Admission Process

The following items are required for a complete application. Contact the Office of Admission for application deadlines.

- A completed Master of Business Administration application (available at www.concordiamba.com (<http://www.concordiamba.com>))
- A written narrative statement that presents relevant information about previous experiences, explains professional interests and career goals, and discusses reasons for wanting to obtain the MBA degree from Concordia University-Portland
- A résumé that provides a history of professional experience, including both salaried and volunteer positions. Two or more years of professional work experience is required.
- Proof of completion of bachelor's degree from a regionally accredited institution. Submit an official transcript from the institution from which you have earned a bachelor's, or higher, degree. Records should be sent directly to Concordia University's Office of Admission. You may submit a *Transcript Release Form* to authorize Concordia University's Office of Admission to request official transcripts on your behalf. This is available only to U.S. residents for transfer consideration from U.S. colleges and universities.
- An interview (required)

International applicants should also refer to the International Student Checklist for additional requirements. International applications are required to take the Test of English as a Foreign Language (TOEFL), SAT/ACT, International English Language Testing Systems (IELTS), Michigan English Language Institute College English Test (MELICET), or have ELS Language Centers course 112 proficiency and passed the ELS Language Centers language test. The minimum passing score on these tests is:

- TOEFL: internet-based test (iBT) = 80+; paper-based test (PBT) = 550+
- IELTS: 6.5+
- Combined MELICET: 79+

Credit Transfer Policy

The School of Management will evaluate proposed MBA transfer work according to the following requirements:

- No more than 12 semester transfer hours may be accepted
- Credits must be from a regionally-accredited Institution. Credits from a nationally-accredited program approved through the U.S. Department of Education will be evaluated on a case by case basis.
- 80% course equivalency as determined by the School of Management

- Earned final grade of B or higher in each course
- Course limit of 7 years of age. Courses older than 7 years may be evaluated on a case by case basis.
- Students will generally complete the following MBA requirements at Concordia University:
 - MBA 501 FOUNDATIONS
 - MBA 509 STRUCTURED CAPSTONE PROJECT or MBA 598 INDEPENDENT CAPSTONE PROJECT

Graduation Requirements

In order to graduate from the Master of Business Administration (MBA) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- Successful completion of a minimum of 38 semester hours
- Successful completion of all required courses
- At least:
 - No more than 12 semester transfer hours were accepted
 - A 3.0 cumulative GPA has been earned
 - All required courses have been completed with a grade of "C" or better
 - No grade below a "C" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "C" or higher for the course to count toward completion of the degree.

Special Offering of the School of Management

3+1 JD to MBA

The 3+1 JD to MBA program reflects an explicit partnership between the Boise Law School and the Concordia Portland School of Management. Students will complete the Concordia J.D. in 3 years, consistent with ABA requirements. After successful completion of the J.D. degree, students can begin the accelerated (1-year, 19 remaining credit) MBA the next Fall term. Up to 19 credits of MBA requirements can be met by approved LAW course substitutions, as outlined below. Students can apply to the 3+1 JD to MBA program directly at the time of applying to the Concordia Law School or

any time during their course of study in the Law School. Satisfactory academic standing in the J.D. program and the earned J.D. degree are required for acceptance into the MBA program. No MBA classes may be taken concurrent with J.D. courses. Only LAW courses with a grade of 2.0 or higher may be applied as substitutes. Students completing a J.D. degree at law school other than Concordia-Portland may be reviewed on a case by case basis to determine if an accelerated Concordia MBA pathway is feasible. Specific curriculum from the incoming law program would need to be evaluated by the Dean of the School of Management.

Code	Title	Credits
MBA 501	FOUNDATIONS	4
MBA 502	FINANCIAL REPORTING/CONTROL	3
MBA 503	LEADING ORGANIZATIONAL CHANGE	3
MBA 504	MARKETING	3
JD Substitution:		
	LAW 636 BUSINESS ORGANIZATIONS	
MBA 507	COMPETITION & STRATEGY	3
MBA 508	FINANCE	3
JD Substitution:		
	Four credits-LAW Externships, Clinics, Practicums, or other Experiential Courses	
JD Substitution:		
	LAW 623 LEGAL RESEARCH AND WRITING I	
	LAW 625 LEGAL RESEARCH AND WRITING II	
Nine credits from:		
	LAW 609 CONTRACTS I	
	LAW 610 CONTRACTS II	
	LAW 619 PROPERTY	
	LAW 635 BANKRUPTCY	
	LAW 630 ADMINISTRATIVE LAW	
	LAW 657 FEDERAL INCOME TAX	
	LAW 660 UCC 9: SECURED TRANSACTIONS	
	LAW 640 EMPLOYMENT & LABOR LAW	
	LAW 683 INSURANCE LAW	
	LAW 647 INTERNATIONAL LAW	
	LAW 675 REAL ESTATE TRANSACTIONS	
	LAW 662 WILLS, TRUSTS, AND ESTATES	
	LAW 688 WORKERS' COMPENSATION LAW	
	LAW 649 CORPORATE TAX	
Total Credits		19

MBA Completion Requirements

The Master of Business Administration (MBA) program consists of 38 semester credits of work. Nine core courses make up 29 credits. The students then complete the additional nine credits in a professional concentration area (for example healthcare or finance), or thesis/internship, or research project. To graduate, a student must have a minimum of a 3.00 cumulative GPA, and an end-of-course assessment test is also required. MBA core courses provide the foundational knowledge necessary for graduate-level work and integrate various business disciplines using case study methodology.

Concentration Areas

Students complete nine credits in a concentration in one or more of the following professional areas:

- Finance
- General Business
- Health Care Administration
- Leadership and Management
- Professional Practice
- Project Management

MBA Core Requirements – 29 credits

Code	Title	Credits
MBA 501	FOUNDATIONS	4
MBA 502	FINANCIAL REPORTING/CONTROL	3
MBA 503	LEADING ORGANIZATIONAL CHANGE	3
MBA 504	MARKETING	3
MBA 506	BUS, GOVT & INTL ECONOMY	3
MBA 507	COMPETITION & STRATEGY	3
MBA 508	FINANCE	3
MBA 515	RESEARCH & ANALYTICS BUSNS DEC	3
MBA 598	INDEPENDENT CAPSTONE PROJECT (May be taken in one semester [4 credits] or across two semesters [2 credits in each semester])	4
	or MBA 509 STRUCTURED CAPSTONE PROJECT	
Total Credits		29

Concentrations – 9 credits

Code	Title	Credits
Finance ¹		
MBA 572	ENTREPRENEURIAL FINANCE	3

MBA 573	ADVANCED TOPICS CORP FINANCE	3
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MBA 555	RISK ASSESSMENT	3
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General Business ²

Any nine MBA credits		9
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Healthcare Administration ¹

MBA 511	HEALTH ADMIN LAW AND ETHICS	3
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MBA 521	QUALITY & INFO MANAGEMENT	3
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MBA 581	CARE SYSTEMS, INSURANCE & REGS	3
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Leadership and Management ¹

Six of the nine credits must be selected from the following:

MBA 513	LEADERSHIP	3
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MBA 510	STRATEGIC HUMAN RESOURCE MGMT	3
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MBA 512	MANAGING PROJECTS	3
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MBA 586	STRAT ISSUES INT'L BUSINESS	3
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Professional Practice

Students with an earned graduate-level professional degree or certificate may transfer nine credits to concentration. See SOM transfer policy for further details.		9
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Project Management ³

MBA 512	MANAGING PROJECTS	3
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MBA 522	MANAGING PROJECT RES & TEAMS	3
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MBA 532	PROJECT MONITORING AND CONTROL	3
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¹ In the following concentrations: Finance, Healthcare Administration, and Leadership & Management, students can apply up to three credits of MBA seminars or MBA 599 INTERNSHIP/RESEARCH PROJECT (3) toward the nine credit requirement.

² In the General Business concentration, students may take all nine credits in any combination of the following: MBA 599 INTERNSHIP/RESEARCH PROJECT course, MBA seminars, or any other course offered in the other MBA concentrations.

³ In the Project Management concentration all three courses must be completed, in order, with no substitutions.

MBA 501 FOUNDATIONS Credits: 4

This course introduces graduate students to the fundamental skills necessary for success in Concordia's MBA program along with an orientation to the MBA program. Students are introduced to the case study methodology and case discussion as fundamental concepts for graduate management education that is defined as a blend of professional experience, insight and analysis. Students are acquainted with structured analysis techniques that translate a theoretical perspective to develop analytical frameworks in which key factors delineate the issues of the case. Students learn to gather, compare and interpret relevant data, and propose solutions or make decisions based on the analysis conducted. This course enables students to perform financial analysis and interpret financial statements, analyze business problems and issues, develop perspectives on the case issues, and engage classmates to meaningfully advance the case discussion process. Students must earn a grade of B or better in order to move on in the MBA program.

MBA 502 FINANCIAL REPORTING/CONTROL Credits: 3

Accounting is the primary channel for conveying information about the economics of any business. Managers must understand the concepts of accounting in order to use it effectively for monitoring and resource allocation. This is not a comprehensive accounting course. Rather, it provides a broad view of how accounting contributes to an organization and how managers can make best use of accountants, accounting information, records and systems as internal resources. By mastering the vocabulary of financial statements, students see how managers communicate with one another and other audiences.

MBA 503 LEADING ORGANIZATIONAL CHANGE Credits: 3

This course explores the theories and practices necessary to the leadership of organizational change. Today's organizations are faced with the challenge of differentiating themselves in order to gain and sustain a competitive advantage through constant change, adaptation, and innovation. This course will emphasize the flexibility needed by contemporary organizations, with resources and activities relating to organizational diagnosis and assessment, change and transition management, and leadership strategies necessary to optimize organizational performance. Human motivation, organizational design, organizational culture, and other implications of organizational change management will also be investigated. By the end of this course, students will be equipped with tools they can use to understand organizational behavior, assess readiness for change, and design change management initiatives.

MBA 504 MARKETING Credits: 3

Customer orientation is an essential driving force behind any successful business. This course demonstrates the role of marketing in the company, explores the relationship of marketing to other functions, and helps students learn to make marketing decisions in the context of general management. The course shows how effective marketing builds on an understanding of buyer behavior. Students learn how to control the elements of the marketing mix (including: product policy, pricing, channels of distribution and promotion) to satisfy customer needs profitably. Students use this knowledge in a case that deals with managing a brand. The course culminates in examination of the evolution of marketing, focusing on opportunities presented by the Internet.

MBA 506 BUS, GOVT & INTL ECONOMY Credits: 3

How does a country look when analyzed like a company? This course takes a conceptual approach to analysis of national and international economic decision-making. It provides students with management frameworks and analytical formulae for understanding the economic strategies of diverse countries. Tools for studying the economic background of business are introduced, including national income and balance of payment accounting, exchange rate theory, financial and monetary policy, institutions, and political regimes. Gains and problems from regional and global integration, international trade, foreign direct investment, portfolio capital flows, and environmental issues are explored.

MBA 507 COMPETITION & STRATEGY Credits: 3

To be successful, a firm must create and sustain competitive advantage and understand the environment in which it operates. Not all industries offer equal opportunities for continuing profitability, and individual industry structures evolve over time. A company gains position when the configuration of its product mix and functional activities generates superior value for customers. This course helps students develop skills for formulating strategy through in-depth, value-based analysis of industries and competitors. Particular attention is paid to topics of positioning, comparative costs, and issues such as cannibalization, network externalities, and globalization.

MBA 508 FINANCE Credits: 3

How does a company ensure that it has enough money to operate and grow? How do managers make good investment and financing decisions? This course examines the role of finance in marketing, production, and other functional areas of a firm, while fostering an understanding of how financial decisions themselves can create value. Through case studies, lectures and reading, students learn the basic analytical skills and value-based principles of corporate finance. Modern capital markets and financial institutions are introduced. Standard analysis techniques such as capital budgeting, pro forma statements, ratio analysis, discounted cash, flow valuation, and risk analysis are developed. Sources and forms of external financing are covered, along with trends and changes in financial markets.

MBA 509 STRUCTURED CAPSTONE PROJECT Credits: 4

Develops skills required to recognize entrepreneurial opportunities and to manage organizations undergoing change. Cases are used to highlight a range of ventures, including low- and high-tech companies as well as profit-making and not-for-profit organizations. Concepts from other required courses also are incorporated. Often augmented by classroom visits or videos of the people involved, cases address how to obtain human and financial capital, suppliers, vendors, and customers. Issues of recruiting, hiring, training, motivating, and rewarding employees are also highlighted. Finally, various financing sources are discussed, and students are introduced to situations where entrepreneurs are structuring deals with these sources of capital.

MBA 510 STRATEGIC HUMAN RESOURCE MGMT Credits: 3

This course focuses on aspects of human resource management and development in the global environment, with the goal of equipping students to design human resource strategies for innovative organizations committed to acquiring, retaining, developing, and optimizing talent. The course will focus on how to leverage human capital in an era of organizational transformation and competitive pressure. Changes in technology, global competition, and public policy on workforce issues will be considered. The course will include activities relating to overall talent management in today's knowledge economy, including resourcing models, engagement and retention, training and development, performance management, and organizational learning. Further, implications such as variances in localization and globalization, as they relate to high performance organizations, will be investigated.

MBA 511 HEALTH ADMIN LAW AND ETHICS Credits: 3

This course presents an overview of legal and ethical issues facing managers and providers in health care. It provides a foundation in health law and ethics and reviews a wide variety of health care legal and ethical situations and cases. Students will be provided with practical knowledge of the legal system and foundational and historic descriptions of ethical schools of thought. Students will address management ideas, theories, and complex applications of health care law and ethics in the modern health care industry.

MBA 512 MANAGING PROJECTS Credits: 3

This course focuses on the management of projects, which is one of the major growth areas in the field of management. This important discipline makes it possible to achieve organizational goals in a broad array of fields within the private, public, and non-profit sectors in today's complex, global, highly competitive and increasingly virtual environment. This course will provide students with a deep understanding of project management by introducing the processes and knowledge areas recommended by the Project Management Institute for effective initiation, planning, execution, monitoring and control, and closure of projects. In this course students will be exposed to a range of applications and will have the opportunity to develop a project with the associated artifacts essential to support each project phase.

MBA 513 LEADERSHIP Credits: 3

Leadership in today's complex, global, highly competitive, and increasingly virtual environment requires authentic, visionary, ethical, and transformational leadership from a leader humble enough to become a servant to others. This course will include a survey of popular leadership theories and models, with a focus on integrating best practices into a values-based leadership commitment that is aligned to each student's personal style and professional environment. Ethics and moral decision-making in organizational settings will provide the framework for this course, which will include an examination of historical and contemporary research and theory. Students will be granted an opportunity to develop their personal identity as a leader who makes values-based responses to ethical dilemmas in a business and organizational environment.

MBA 515 RESEARCH & ANALYTICS BUSNS DEC Credits: 3

This course prepares students to be more effective users of quantitative information and better researchers and decision makers. Coursework emphasizes problem formulation, the need for information to support decision making, business research techniques, and data analysis, presentation, and interpretation. In-depth review of predictive analytics and the emergence of data mining techniques to support business decision making.

**MBA 521 QUALITY & INFO
MANAGEMENT Credits: 3**

This course covers the issues of information management, measurement and improvement of the equality of health care. It will examine the strategies for assessing and assuring quality of care in the U.S. health care system. It includes an examination of the meaningful use of electronic records in assessing and improving health quality. Students will learn about strategies for improving the quality of care through the use of information systems.

**MBA 522 MANAGING PROJECT RES &
TEAMS Credits: 3**

Focuses on the Executing process group within the Project management Body of Knowledge (PMBOK) to include human resource, communication, and stakeholder management. Emphasis on the competencies required to lead projects using global teams during the execution phase. In-depth review of PMP and CAPM exam requirements.

Prerequisites: MBA 512.

**MBA 532 PROJECT MONITORING AND
CONTROL Credits: 3**

Focuses on the Monitoring and Control process group within the Project management Body of Knowledge (PMBOK) to include scope, time cost, quality, and risk management practices. Advanced scheduling and budgeting processes, project schedule and cost control techniques, quality and risk management will also be addressed. In-depth review of PMP and CAPM exam requirements.

Prerequisites: MBA 512 with a C+ or higher.

**MBA 533 CORPORATE RESTRUCTNG &
REVITAL Credit: 1**

Corporate restructuring is a process to revitalize and to increase the value of a business by redesigning the organization and the relationships between all business functions. This seminar explores the entire corporate restructuring process and how to manage change in a challenging business environment. It provides glimpses into the dynamic process of corporate restructuring to help deepen the students' understanding of successful and failed business practices. Students will look into successful restructuring leadership styles and corporate implementation tactics, and will understand the basic strategic, organizational structure, financial analysis and reformation, competitive factors, and human capital aspects of a successful restructuring. The importance of correct product sales, margins and pricing, purchasing and inventory levels, traffic and distribution and accounts payable and receivable methods will also be discussed as well.

MBA 534 OPEN INNOVATION Credit: 1

The Open Innovation Seminar will consider the fundamentals and applications of a business model that calls a company to use both internal and external ideas to move products and product development forward. A combination of published papers, online videos, and case studies are provided to offer students a broad view of subject definition and application. We will examine the pros and cons associated with the shared risk and reward philosophies incumbent with open innovation and will look specifically at collaborative innovation, crowd sourcing, new product development, and open market innovation. As the seminar progresses, you will consider the application of this paradigm to judge where it should be used and where it might be best to employ other methods. This seminar will enable students to judge the appropriateness of open innovation and apply their learnings to business opportunities.

**MBA 535 SCENARIO AND CONTINGCY
PLNG Credit: 1**

Business seminars focus on today's business community and development of business technology skills. They may include (but are not limited to) such topics as marketing solutions, the multi-cultural workforce, interviewing techniques, and conflict resolution. The Scenario and Contingency Planning Seminar will consider the fundamentals and applications of a business tool that guides companies in the visualization and planning for a variety of future what if events. Scenario Planning allows managers to explore and prepare for several alternative futures. It examines the possible outcomes and reactions to various changes in operating strategies, economic, and environmental conditions. As the seminar progresses, students will consider the application of contingency planning and judge the extent to which the process should be applied. This seminar will equip students with the basic knowledge required to apply contingency planning in business settings.

**MBA 536 ZERO-BASED BUGT AND VALUE
FRCS Credit: 1**

This seminar explores four methods of budgetary control; zero-based, performance based, activity based and the utilization of all these three methods in a more holistic approach to budgetary controls that also factors in value forecasting. Importantly this seminar will introduce to students how to manage the budgetary process in a challenging business environment that both holds accountable and rewards managers and employees at the same time. Practical textbook readings and seminar discussions will provide students an in-depth understanding into the dynamic process of budgeting and forecasting and how these tools help improve corporate performance from both a revenue growth and profitability perspective. Financial modeling is demonstrated as the most practical and successful method in improving budgeting and forecasting success through creative management accounting structures using various profit and cost center alignments. Lastly, this seminar will explore the necessity of merging the budgetary and forecasting process into both an accounting and operational exercise, including the budgetary input from all functional managers.

MBA 555 RISK ASSESSMENT Credits: 3

This course is designed as a hand-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques.

**MBA 572 ENTREPRENEURIAL
FINANCE Credits: 3**

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance. Students should possess proficiency in finance.

MBA 573 ADVANCED TOPICS CORP FINANCE Credits: 3

This course considers finance from a CFO's perspective. Students will be exposed to complex financial problems and situations, and discover sophisticated financial constructs, tools and techniques needed to make effective financial management decisions, minimize risk and maximize returns in spite of uncertainty and complexity. Some of the concepts associated with the course include but are not limited to capital budgeting, debt and equity management, cash flow analysis, relationship between risk and return, financial leverage, corporate valuation, earnings distribution, mergers and acquisitions, investment banking and IPO's.

MBA 581 CARE SYSTEMS, INSURANCE & REGS Credits: 3

This course provides a broad overview of the key elements of health insurance and managed health care in order to meet the need of health care administrators. It covers an understanding of the payer environment including operations, legal requirements, and constraints of the health care system. The course will address the state and legal and regulatory foundations of insurance and managed health care.

MBA 586 STRAT ISSUES INTL BUSINESS Credits: 3

Competing in today's complex, global, highly competitive, and increasingly virtual market environment requires acute awareness of major forces, trends, developments, regulations, challenges and players affecting international business. The course thus focuses upon the strategic implications resulting from involvement in global commerce. A broad array of topics such as the competitive advantage of nations and organizations, the globalization of labor and market, differences in political economy, innovation, supply chain management, cross-cultural communication, corporate social responsibility, and various understanding of ethics, leadership and management will be researched and discussed.

MBA 587 ASIAN BUSINESS: CHINA Credits: 3

This course provides a foundation for MBA students to understand China, and to focus on practical issues encountered by U.S. managers doing business in and with the world's most populous nation. Students will study the economic, demographic, cultural and political factors and forces that define the Chinese business environment. In addition, attention will be given to milestones in China's history, to key features of the country's geography, to the Chinese government's globalization strategies, and to emerging trends in Chinese buying behavior.

MBA 589 INTERNATIONAL FIELD PRACTICUM Credits: 3

This course is designed to provide students with an opportunity to identify and research in person topics of concern to international business. The class will be held while traveling to an international destination during the summer term, each year. Through field observation, organizational tours (e.g., factory visits, etc.) and interaction with local business people, social leaders, government officials and other citizens, students will have the opportunity to conduct exploratory and descriptive research to identify and reflect upon factors affecting the conduct of international business. Particular emphasis will be placed upon the managerial consequences resulting from societal, political, economic and cross-cultural differences.

MBA 597E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

MBA 598 INDEPENDENT CAPSTONE PROJECT Credits: 2,4

This capstone course allows students to research and create a business plan or conduct a major feasibility study for a firm. This course serves as an integrative, hands-on learning experience using the analysis, management and planning tools gained during the program resulting in a major paper. Can be combined with MBA 599.

Prerequisites: Completion of a minimum of 18 credits of the MBA core courses. Other courses in statistics and/or research design are required if completing the Research Thesis option.

MBA 599 INTERNSHIP/RESEARCH PROJECT Credits: 1-6

The internship option provides an executive/project management experience in a local business/corporation arranged in discussion with an advisor. Can be combined with MBA 598.

Master of Science in Homeland Security & Emergency Management (MS HSEM)

Program Description

A Master of Science in Homeland Security & Emergency Management (HSEM) from Concordia integrates security studies with the systematic approach necessary to effectively prevent and deter intentional acts of violence, and build strong capabilities to respond and recover from all hazards that threaten the United States. This multidisciplinary security and emergency management-based graduate program is designed to enhance students' abilities to assess risk, implement emergency protocols and lead in a complex environment with partners from the whole community and all layers of society. Resiliency requires professionals who recognize the threats, and who can lead private, public and nonprofit organizations to withstand small and large stressors and shocks that could disrupt vital systems. Students will explore topics such as cybersecurity, disaster management, intelligence, counterterrorism, and risk management and critical emerging issues.

Concordia University's Homeland Security & Emergency Management Master of Science degree program consists of 30 credits taken in nine courses, including a six-credit research thesis that will contribute to the overall discipline. Participants spend an average of 13-15 hours on their courses each week during the online distance-learning periods of study. Activities include reading assigned materials, participating in online discussions with faculty members and other participants, and preparing papers and projects.

Admission Requirements

- Please visit the Graduate Admission Requirement web page (<http://www.cu-portland.edu/admission/admission-requirements/graduate-students>) for details.

MS HSEM Completion Requirements

Concordia Portland's Homeland Security & Emergency Management (HSEM) Master of Science degree program consists of 30 credits taken in nine courses including a six-credit

Thesis. The following courses are required for all candidates earning an MS in Homeland Security & Emergency Management.

Code	Title	Credits
HSEM 501	CRITICAL ISSUES IN HSEM	3
HSEM 502	EMERGENCY & DISASTER MGMT	3
HSEM 503	RISK ANALYS & VULNRBLTY MITIGTN	3
HSEM 504	HS LEADERSHIP CHALLENGES	3
HSEM 505	STRATEGIC THINKING FOR HS	3
HSEM 506	HSEM RESEARCH METHODS	3
HSEM 610	CYBER THREATS AND SECURITY	3
HSEM 630	TERRORISM AND INTELLIGENCE	3
HSEM 699	HSEM THESIS	6
Total Credits		30

HSEM 501 CRITICAL ISSUES IN HSEM Credits: 3

This course reintroduces the homeland security professional to the wicked problems and salient issues unique to the homeland security enterprise. Candidates will explore a number of contemporary issues and their near-term and long-term impacts on homeland security policies and practices. Among the issues examined will be collaboration among disciplines and non-traditional organizations, social issues impacting homeland security, disruptive technologies, civil rights and privacy and building trust and influence with decision-makers. This course serves as an introduction to the graduate level study of homeland security via this program.

HSEM 502 EMERGENCY & DISASTER MGMT Credits: 3

This course explores the evolving threats and drivers propelling the need to continually expand and improve our response capabilities. This course examines the effectiveness of disaster response and the efficacy of how emergencies are managed through an examination of case studies and the application of social science research. This course examines the rising costs of managing disasters, and strategies to improve surge capacity and sustainability in a challenging budget environment. Rather than an introduction to emergency management tools and techniques, a major focus of this course is leveraging innovation and futuristic thinking to employ alternate, community-focused strategies to build resiliency.

HSEM 503 RISK ANALYS & VULNRBLTY MITIGTN Credits: 3

Protecting our nation's critical systems and essential functions requires a multilayered security and emergency management approach to protect and enhance our infrastructure systems. This course will explore threats to infrastructure ranging from deferred maintenance of aging assets and the stresses of natural disasters, to acts of sabotage, denial of service, and terrorism. This course focuses on the factors considered in the calculation of threat and vulnerability to evaluated potential consequences of failure. Students will gain tools with which they can make assessments, and craft strategies to lessen the impact of attacks, and reduce consequences of attacks.

HSEM 504 HS LEADERSHIP CHALLENGES Credits: 3

This course focuses on the challenges facing homeland security leaders in our increasingly complex society. Candidates will engage in a robust analysis of the problems that arise when protecting and securing a free society. This course examines policies and doctrine that formulate the foundation of current homeland security practices. Candidates will study design thinking practices applied towards issue definition and problem solving and taking responsibility to lead and shape future strategies through the development of policies, governance structures and organizational vision.

HSEM 505 STRATEGIC THINKING FOR HS Credits: 3

The discipline of homeland security presents leaders with a number of unique problems that must be addressed in order to effectively protect the homeland. Consequently, leaders must be able to articulate a clear strategy to address these issues in order to be effective at responding to scrutiny by media and the public. Candidates in this course will study the current and past strategies used to secure local communities and the nation and explore the future social, economic, and legal challenges to national and global security. As a key assignment, candidates will be required to conduct research that investigates past and current security strategies and ultimately develop a paper that incorporates their original ideas for a successful 21st century security strategy.

HSEM 506 HSEM RESEARCH METHODS Credits: 3

This course is designed to aid candidates in conducting their thesis research. Candidates will be introduced to the general concepts needed to understand research in the social sciences. They will be introduced to several research methods that may be employed in the development of their thesis, and the ethical issues and processes associated with conducting research involving human subjects. Candidates will conduct a literature review, develop their problem statements and select their research methodology. Candidates will develop and submit their thesis proposal to Concordia's Institutional Review Board (IRB) and prepare proceed with the proposed project for their thesis course.

HSEM 610 CYBER THREATS AND SECURITY Credits: 3

Homeland security leaders must be equipped with a basic knowledge of security essentials and system designs necessary for the effective protection of networked critical infrastructure. Criminals, saboteurs and terrorists use the internet to exploit businesses and government and use cyberattacks to defraud the public and fund terrorist activities. This course will explore cyber threats and the tools and techniques used to defend networks and systems against attacks. This course prepares candidates to coordinate the application and improvement of cyber security hardware and network security components for the defense of critical infrastructure from advanced persistent threats.

HSEM 630 TERRORISM AND INTELLIGENCE Credits: 3

This course examines emerging terrorist threats to the U.S. and strategies to disrupt terrorist plots. Candidates will explore the life cycle of terrorist organizations and the role of counterintelligence. They will become aware of the collection, analysis and evaluation of intelligence, the management of the intelligence function, as well as the influence of intelligence in shaping operational security decisions. Candidates in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work. Finally, candidates will review a case study of how a terrorist organization has ended, and the issues that impacted its demise to better understand how to counter current and future threats to homeland security.

HSEM 699 HSEM THESIS Credits: 6

This course is the capstone of the entire HSEM program. Candidates will collaborate with their advisor to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. Candidates will conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their findings. Thesis students are guided through the components of the thesis with their advisor. The course culminates with a defense of the thesis in an open forum.

COURSE DESCRIPTIONS

Undergraduate Courses
(p. 268) **Graduate**
Courses (p. 328)

UNDERGRADUATE COURSE DESCRIPTIONS

Accounting (ACT)

ACT 201 FINANCIAL ACCOUNTING Credits: 3

This course is an introduction to financial accounting concepts. The content and delivery of the subject is geared to accounting and non-accounting majors. Topics covered include: the role of accounting, analysis and preparation of financial statements, accounting for accruals and deferrals, recording process, internal control and accounting for cash, valuation of assets, accounting for long-term operational assets and long-term debt and equity transactions, and statement of cash flow.

Prerequisites: BA 101 with a C grade or higher.

ACT 202 MANAGERIAL ACCOUNTING Credits: 3

This course emphasizes the use and interpretation of accounting information by management in the functions of planning, organizing and controlling business activities and costs. Emphasis is placed on Activity Based Costing Concepts and Principles. Topics covered will include managerial accounting, cost terms (concepts and classifications), cost behavior (analysis and use), variable and activity based costing, profit planning and standard cost, using accounting for decision-making purposes, flexible budgets and overhead analysis, statement of cash flows and financial statement analysis.

Prerequisites: ACT 201 with a C or higher.

ACT 301 INTERMEDIATE ACCT I Credits: 3

This course will help the student to: understand the accounting environment, review fundamental principles of accounting, prepare and analyze financial statements according to GAAP (Generally Accepted Accounting Principles), interpret and formulate solutions to accounting transactions, apply intermediate level concepts to practice problems, utilize the Internet for solving supplemental problems, enhance their team building and analytical and communication skills, and explore the financial impact of earning management.

Prerequisites: ACT 202 with a C or higher

Corequisites: ACT 402.

ACT 302 INTERMEDIATE ACCT II Credits: 3

This course emphasizes the understanding and skills necessary to report the financial affairs of business organizations (e.g. proprietorship, partnership, and corporation) in a manner that is complete and reliable according to GAAP.

This course extends the student's ability to apply generally accepted accounting principles (GAAP) to complex financial transactions such as the reporting of earnings per share and long-term liabilities including leases, pensions, tax obligations and tax allocations.

Prerequisites: ACT 301 with a C or higher

Corequisites: ACT 403.

ACT 311 COST ACCOUNTING Credits: 3

This class will move students toward a deeper understanding of the concept of cost. Students will move toward an organization-wide view of cost as it relates to a manufacturing environment, retail environment and service environment. Emphasis will be given to job-order costing, process costing, service department allocations and accounting for joint products.

Prerequisite: ACT 202 with a C or higher.

ACT 401 AUDITING Credits: 3

This course will help the student to: understand the processes and types and mechanisms of auditing, review the professional codes of ethics, apply the general concepts of internal control to the planning and implementation of the auditing process, formulate substantive test procedures from a study and an analysis of required auditing objectives and internal control structures, understand the purpose and application of special reports, evaluate the engagement's risk, and introduce students to the purpose and application of special reports.

Prerequisites: ACT 302 with a C or higher.

ACT 402 INCOME TAX I:

INDIVIDUAL Credits: 3

This course helps to facilitate an understanding of federal tax laws, its history, and its implications on personal income taxes.

Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures reviewed relate to the Internal Revenue Code and interpretations of the Internal Revenue Service. A separate computer lab course will be required to complete a series of comprehensive tax simulations.

Prerequisites: ACT 202 with C or higher

Corequisites: ACT 301.

ACT 403 INCOME TAX II: CORP/ PARTNER Credits: 3

This course continues the process of income tax accounting by investigating the regulations, financial implications, and applications involving partnerships, corporations, and s-corporations. Tax planning and filing will be emphasized as an important component of the student's qualifying entry level skills and introductory knowledge (understanding of the regulations regarding corporations and partnerships) and application of the internal revenue code.

Corequisites: ACT 302.

ACT 406 ADVANCED ACCOUNTING I Credits: 3

This class will move students from an intermediate knowledge to a more sophisticated knowledge in the following fields: Accounting in various business settings (corporate, partnerships, etc.) to include among other things, mergers and consolidations, multinational accounting, foreign currency accounting, interim reporting, bonds, and leases. Student needs Excel experience and web access.

Prerequisites: ACT 302 with a C or higher.

ACT 407 ADVANCED ACCOUNTING II Credits: 3

This class will move students from an intermediate knowledge to a more sophisticated knowledge in the following fields: partnership accounting, governmental accounting, non-profit accounting, college and university accounting, health care accounting, accounting for estates and trusts, and special issues involving debt restructuring, reorganizations and liquidations.

Prerequisite: ACT 406 with a C or higher.

Art (ART)

ART 101 FUNDAMENTALS OF ART Credits: 2

Fundamentals of Art is a hands-on course for students with little or no experience in art. Students will be introduced to experiences in drawing, painting, design, ceramics and sculpture during the course.

ART 121 ART APPRECIATION Credits: 3

Students will view and interpret works by historical and contemporary artists, recognizing how art is used to transform thought into objects with physical properties. Students will define art as a historical and cultural artifact, an expression of thoughts and feelings, and as a method of communicating meaning in a concentrated and distilled form.

ART 121H ART APPRECIATION - HONORS Credits: 3

Honors students will view and interpret works by historical and contemporary artists, recognizing how art is used to transform thought into objects with physical properties. Students will directly encounter art and view it as a method to communicate genuine meaning and feeling. Students will investigate a specific movement or time in art history.

ART 141 DIGITAL IMAGING Credits: 2

Digital Imaging is a course for those students who are interested in digital communication through images and publications. Students will learn how to take high quality pictures with a digital camera, use Photoshop to color-correct and retouch photos for publication and manipulate them for artistic use. Fair image use, printing, and output issues will be examined and practiced.

ART 202 TWO DIMENSIONAL DESIGN Credits: 2

Two Dimensional Design is a course for students who are interested in utilizing the elements and principles of design in the creation of projects and the exploration of two-dimensional media. An analysis of the interaction of visual subject matter, form and content will take place through verbal and written critiques.

ART 251 STUDY TOUR Credits: 3

A study of the art, architecture, and culture of foreign countries.

ART 301 COMPUTER GRAPHIC DESIGN Credits: 2

The student will gain practical experience in the use of graphic design for developing company image and identity. Students will be introduced to computer graphics and business applications for the graphic designer utilizing state of the art software (Adobe Creative Suite) as they develop their artistic and technical skills.

Prerequisites: ART 141 with a C or higher.

ART 302 THREE DIMENSIONAL DESIGN Credits: 2

Three Dimensional Design is a course that explores the third dimension of space in art. Through solving design problems, students will become familiar with sculptural processes and materials such as wood, clay, and foam.

Prerequisites: ART 202 with a C or higher.

ART 311 ART HISTORY I Credits: 2

Art History I studies the history and culture of world civilizations from Pre-History to the Late Medieval era in Italy. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

ART 313 ART HISTORY II Credits: 2

Art History II studies the history and culture of world civilizations from the Late Medieval era in Italy to Contemporary art movements today. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

ART 314 NON-WESTERN ART TRADITIONS Credits: 2

This course examines artistic, cultural and historical perspectives of non-Western art and its traditions. Artifacts representing various heritages such as Native American, ancient Aztec, African, and particularly Asian cultures will be studied. Contrasts in style and philosophy of non-Western and Western traditions will broaden students' appreciation of the world's diversity.

ART 322 ART IN CONTEMPORARY SOCIETY Credits: 2

This course is designed for students who are curious and/or suspicious of art that has been created within the last 30 years. Students will learn about an exciting variety of artistic approaches today according to themes such as art and the body, art and spirituality, identity, science, or language. Students will discuss art that may challenge their typical understanding of visual communication and will debate the relevance of art in society and in relationship to the Christian community. No prior artistic training is required.

ART 341 ART IN THE CHURCH Credits: 2

A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.

ART 368 SECONDARY ART EDUCATION Credits: 2

Students will develop artistic experience using two- and three-dimensional art media appropriate for Middle and High School art instruction. Students will expand their appreciation for well-known works of art as well as personal improvement of artistic expression, its practice, purposes and applications for classroom curricula. This course will address the challenge of learning the how-to's of art while preparing to teach the same to adolescents.

Art Studio (AS)

AS 161 CALLIGRAPHY STUDIO Credits: 1-2

An introduction to the tools and techniques used in the art of lettering. Students will become acquainted with two or more alphabets.

AS 181 DRAWING STUDIO Credits: 1-2

An introduction to the drawing process: the development of visual and expressive representations of various subjects including still life, figures, and landscapes.

AS 191 CERAMICS STUDIO Credits: 1-2

Various projects are designed for the student to experiment with clay as an artistic and practical material. Emphasis on hand-built and wheel methods of construction.

AS 199 WATERCOLOR STUDIO Credits: 1-2

An introduction to the material and techniques of watercolor painting. Students will learn how to interpret basic still life subjects and others appropriate to the medium of watercolor.

AS 271 LIFE DRAWING Credits: 1-2

This course is an introduction to drawing the human figure from direct observation. Using drawing techniques, students will come to a basic visual understanding of anatomical structure by studying the human skeleton, muscles, proportions and movement of a figure. Compositional, pictorial structure, and light/shadow studies are also focus areas.

Prerequisites: AS 181 with a C or higher; Priority given to art minors; Department Chair or Instructor approval for all other students.

AS 281 PAINTING STUDIO Credits: 1-2

An exploration of the expressive qualities of color as applied to acrylic painting. Students will paint from still life and landscape subjects.

AS 299E EXPERIMENTAL COURSE Credit: 1

Experimental course option varies by term. Please see academic department for course description.

AS 361 CALLIGRAPHY STUDIO Credits: 1-2

Students will independently explore advanced techniques of calligraphy including but not limited to additional letter styles, historical and contemporary bookbinding, papermaking, and letterform creation. As Advanced Calligraphy is taught concurrently with AS 161, it requires self-direction, student initiative, and independent thought within a framework of instructor guidance and critique.

Prerequisite: AS 161 with a B or better.

AS 381 DRAWING STUDIO Credits: 1-2

AS 381 is an advanced drawing course that will focus on idea generation, material investigation, technical refinement, and research. An exploration of the human face and form will be encouraged to develop a quality body of work suitable for a student's portfolio and exhibition.

Prerequisite: AS 181 with a B or better.

AS 391 CERAMICS STUDIO Credits: 1-2

Advanced Ceramic students will create a body of work to explore and refine techniques in pinch, coil, slab, or wheel. Readings from historical and contemporary ceramic artists will expose students to the wide variety of ceramic practice while intense studio work will enable students to develop sensitivity to the material of clay. Investigations into clay and glaze formulations as well as alternate firing methods may be explored.

Prerequisite: AS 191 with a B or better.

AS 399 WATERCOLOR STUDIO Credits: 1-2

An introduction to the material and techniques of watercolor painting. Students will learn how to interpret basic still life subjects and others appropriate to the medium of watercolor.

Prerequisites: AS 199 with a C or higher.

AS 471 LIFE DRAWING Credits: 1-2

This course will explore advanced techniques and practices of drawing the human figure from direct observation. Building upon drawing techniques learned in AS 271, students will come to an advanced visual understanding of anatomical structure by studying the human skeleton, muscles, proportions and movement of a figure. Compositional, pictorial structure and light/shadow studies are focus areas along with historical drawing research and the development of a portfolio of life drawings.

Prerequisites: AS 271 with a C or higher; Priority given to art minors; Department Chair or Instructor approval for all other students.

AS 481 PAINTING STUDIO Credits: 1-2

Students in AS 481 will be expected to explore independent projects while under the guidance of the professor. The focus of this course will be to produce a body of work that examines historical and contemporary painting forms and techniques. Students will be expected to produce work inside and outside of class and conduct research that defines the influences and motivations of the artist.

Prerequisite: AS 281 with a B or better.

AS 499E EXPERIMENTAL COURSE Credit: 1,2

Experimental course option varies by term. Please see academic department for course description.

Astronomy (AST)

AST 101 ASTRONOMY Credits: 3

An introduction to the terms, concepts, and methods needed to understand current literature in astronomy. Historical development of concepts, current data from space exploration, as well as familiarity with the night sky are included in the course. Not considered a lab course.

Biology (BIO)

BIO 101 PRINCIPLES OF BIOLOGY WITH LAB Credits: 3

Emphasis on basic biological principles as included in the areas of molecular biology, cellular biology, organismic biology, reproduction and development, genetics and ecology. Particular emphasis is placed on the human being as a representative organism illustrating fundamental features of life. Not recommended for students who have successfully completed high school biology.

BIO 101L PRINCIPLES OF BIOLOGY LAB Credits: 0**BIO 211 GENERAL BIOLOGY I WITH LAB Credits: 4**

First of a two-course sequence for biology majors, introducing fundamental concepts of the structure and function of living organisms at all levels of organization. Emphasis in this course is on the chemistry of living organisms and a detailed study of the structure and function of life at the cellular level. This course includes an introduction to cellular energy metabolism (aerobic respiration and photosynthesis) genetics, molecular biology and topics in biotechnology.

Prerequisites: MTH 095 (or equivalent math evaluation score), completion of one year of high school biology and one year of high school chemistry required.

BIO 211L GENERAL BIO I LAB Credits: 0**BIO 212 GENERAL BIOLOGY II WITH LAB Credits: 4**

A continuation of BIO 211 with special emphasis on evolution, ecology, structure and functions (anatomy and physiology) of plants and animals.

Prerequisites: BIO 211 with a C or higher.

BIO 212L GENERAL BIO II LAB Credits: 0**BIO 251 TOPICS IN BIOLOGY Credit: 1**

While focusing on a short field-based experience, the topic for this course can vary from term to term. Students are involved in observational and experimental procedures in the field and are expected to participate in background reading assignments as well as to develop a paper and/or a presentation that reflects on their experience. Topics may include ornithology, ecological communities, animal behavior, nature photography, ecosystems of Pacific Northwest, or other areas of interest.

BIO 264 INTRO TO HUMAN**ANATOMY Credits: 4**

Introductory lab-based course examining the structure and function of the human body. Course material includes basic anatomical terminology, histology, and organ systems, with emphasis on the skeletal & muscular systems. Includes prosection of the human cadaver. First of a two-course (semester) sequence.

Prerequisites: BIO 101 with a C or higher.

BIO 264L INTRO TO ANATOMY**LAB Credits: 0****BIO 265 INTRO TO HUMAN****PHYSIOLOGY Credits: 4**

Introductory lab-based course investigates fundamental physiological processes of several systems in humans including the endocrine, immune, respiratory & urinary systems. Course material emphasizes homeostatic mechanisms at the biochemical, cellular, organ, and system levels.

Prerequisites: BIO 264 with a C or higher.

**BIO 265L INTRO TO PHYSIOLOGY
LAB Credits: 0**

**BIO 284 MICROBIOLOGY WITH
LAB Credits: 3**

A laboratory based introduction to bacteria, viruses, protozoa, fungi, and invertebrates with a particular emphasis on their relation to human disease. Laboratory sessions emphasize aseptic technique and the metabolic requirements of microorganisms. In addition, students are introduced to the latest technological approaches to identifying pathogens.

Prerequisites: BIO 211 and CHM 102 or CHM 211 with a C or higher

Corequisites: BIO 284L.

BIO 284L MICROBIOLOGY LAB Credits: 0

**BIO 288 DEPARTMENTAL
SEMINAR Credit: 1**

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

BIO 315 GENETICS WITH LAB Credits: 4

An introduction to the principles of inheritance: covers the nature, transmission and function of the genetic material in relation to its cytological and biochemical aspects. Both classical Mendelian and molecular genetics are covered.

Prerequisites: BIO 212 and CHM 211 and MTH 231 with a C or higher.

BIO 315L GENETICS LAB Credits: 0

**BIO 321 DEVELOPMENTAL
BIOLOGY Credits: 3**

This course examines an organism's path from genotype to phenotype. Topics include the genetic regulation of development and differentiation of multicellular organisms, from single celled zygotes to the adult. Emphasis is placed on the anatomical and genetic bases of nucleocytoplasmic interactions, pattern formation, morphogenesis, & senescence.

Prerequisites: BIO 315 with a C or higher.

BIO 325 IMMUNOLOGY Credits: 3

This course will cover fundamental aspects of immunology including mechanisms of antibody-mediated and cell-mediated immunity. Topics will include the anatomy of the immune system, the role and function of T and B cells, MHC restriction and antigen presentation, the structure and genetics of antibody and T cell receptor molecules and regulation of immune responses. Applications of immunology to infectious disease and cancer as well as clinical syndromes resulting from loss of immune function will also be discussed.

Prerequisites: BIO 211 with a C or higher.

**BIO 364 HUMAN ANATOMY & PHYS I W/
LAB Credits: 4**

Lab-based course for pre-health professional students that examines the unity of structure and function of the human body. Course material includes anatomical terminology, histology, and organ systems including the skeletal, muscular, integumentary, nervous systems. Includes dissection of the human cadaver by all participants. First of a two-course (semester) sequence.

Prerequisites: BIO 211 with a C or better

Corequisites: BIO 364L.

**BIO 364L HUMAN ANAT & PHYS I
LAB Credits: 0**

**BIO 365 HUMAN ANATOMY & PHYS II W/
LAB Credits: 4**

Lab-based course for pre-health professional students that examines fundamental physiological processes of several systems in humans including the endocrine, immune, respiratory & urinary systems. Emphasis is placed on homeostatic mechanisms at the biochemical, cellular, organ, and system levels.

Prerequisites: BIO 364 with a C or higher

Corequisites: BIO 365L.

**BIO 365L HUMAN ANATOMY & PHYS II
LAB Credits: 0**

BIO 370 FIELD BIOLOGY Credits: 3

This course provides majors and non-majors alike with an intensive experience in field biology. The topics and locations vary from term to term, with the typical length of the course ranging from 8 to 15 days. Students learn field techniques and perform field observations on biodiversity, ecology, and conservation while hiking, snorkeling, driving and boating on location. Field sites include Central America, Asia, Australia, Europe, New Zealand, and other parts of the world.

Prerequisites: Instructor's approval.

**BIO 371 FIELD BIOLOGY - TOUR
ONLY Credits: 0**

This courses is intended to provide a non-credit intensive experience in field-based biology for students or non-students. The topic and locations of the field course will vary from term to term, with the typical length of the course ranging from 7 to 14 days. It includes participation in field observations and sampling, hiking, snorkeling, or other activities as appropriate. Techniques of proper field notation and sampling will be taught. Typical sites include the Grand Canyon, Pacific Northwest, Belize, Hawaii, Australia and Costa Rica.

Prerequisites: Instructor Permission.

**BIO 399E EXPERIMENTAL COURSE-
BIOLOGY Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

BIO 411 ECOLOGY Credits: 3

The study of the interaction of plants and animals and their environment. An introduction to some of the basic field biological techniques in the laboratory portion of the course.

Prerequisites: BIO 212 and CHM 211 and MTH 231 with a C or higher.

BIO 411L ECOLOGY LAB Credits: 0

**BIO 415 BIO TEACHING
ASSISTANT Credit: 1**

An opportunity for upper-level life science students to design, prepare, and teach lower-level science labs.

Prerequisites: Upper division standing and Instructor Permission.

BIO 421 MARINE BIOLOGY Credits: 3

The study of marine life and marine ecosystems with special emphasis on marine animals, their morphological, anatomical, and behavioral adaptations; natural selection and practical importance for humans. An introduction to zoological dissection, and field ecological techniques in the laboratory portion of the course.

Prerequisites: BIO 212 and CHM 211 with a C or higher.

BIO 426 EVOLUTION Credits: 3

An examination of theories of organic evolution with an emphasis on their mechanisms. Analysis of the creationist-evolutionist controversy.

Prerequisites: BIO 315 with a C or higher.

BIO 451 TOPICS IN BIOLOGY Credit: 1

While focusing on a short field-based experience, the topic for this course will vary from term to term. Students will be involved in observational and experimental procedures in the field, and will be expected to participate in background reading assignments as well as develop a paper that reflects on their experience. Topics may include ornithology, ecological communities, the ecology of Mt. St. Helens, or other areas of interest.

**BIO 457 MOLECULAR BIOLOGY WITH
LAB Credits: 3**

Hands-on study of the molecular basis of reproduction and genetics in organisms from phage to higher eukaryotes. Special emphasis on the tools of molecular biology, including recombinant DNA technology.

Prerequisites: BIO 315 and CHM 212 with a C or higher.

BIO 484L MICROBIOLOGY LAB Credits: 0**BIO 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

BIO 490 RESEARCH IN BIOLOGY Credits: 3

Experience in hands-on research on a topic agreed upon by the student and a specific faculty member. Includes research planning, background reading, experimental laboratory work, and a concluding report. May be taken up to two times for credit.

Prerequisites: Sophomore status and instructor permission.

BIO 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Junior or Senior status, BIO 490 recommended.

BIO 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: BIO 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

BIO 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: BIO 493 with a C or higher.

BIO 496 BIOLOGY PRACTICUM Credits: 3

Supervised experience in a setting related to the student's career interests. Requires 135 documented hours of experience at a practicum site, a final written summary and a concluding presentation at a scheduled senior symposium.

Prerequisites: Junior or Senior status as a biology major required.

BIO 499 TEACHING ASSISTANT Credit: 1

An opportunity for junior or senior biology majors to design labs, prepare lessons, and assist in teaching biology courses they have completed successfully.

Prerequisites: Upper division standing and Instructor permission.

Business (BA)

BA 101 INTRO TO BUSINESS: ORGANIZATIO Credits: 4

A survey course designed to present an overview of the business organization and its operations and management functions with a special emphasis on running an organization using sound ethical principles. Students will be introduced to such topics as the U.S. economic system, key organizational elements, marketing strategies, product design, pricing, distribution channels, leadership, and human resources management strategies.

BA 203 FUNDAMENTALS OF ECONOMICS Credits: 4

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.

BA 226 COMPUTER BUS APPL:MS OFFICE Credits: 3

In this self-paced, guided introduction to Microsoft Office Suite, students will work through a series of exercises and assignments designed to develop mastery of business related computer application skills utilizing word processing (WORD), spreadsheets (EXCEL), relational databases (ACCESS), communication software (OUTLOOK), and presentation software (POWERPOINT). Students who successfully complete this course will master sufficient skills to use the computer as an effective tool in their educational and professional careers.

BA 247 BUSINESS DATA ANALYTICS Credits: 3

The goals of this course are to increase business data analysis knowledge and skill development regarding current practices and procedures by utilizing a variety of teaching techniques and exploring a number of relevant issues.

Prerequisites: BA 101 with a C or higher, MTH 123 with a D or higher.

BA 260 PRIN ORGANIZATIONAL MANAGEMENT Credits: 3

This course focuses on an integrated study of the principles and processes of organizational management. Students will examine the concepts of planning, leading, directing, and controlling from the classical and behavioral perspectives, and the current view for managing in the 21st Century. The successful student will have a solid understanding of management styles, social responsibility and business ethics, productivity and quality in operations, human motivation theory, organizational culture and change, and team dynamics.

Prerequisites: BA 101 with a C or higher.

BA 299E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

BA 301 PRE-INTERNSHIP SEMINAR Credit: 1

This pre-internship seminar is designed to give students career development insights and important information about the requirements of the BA 499 Business Internship, the key ingredients necessary for a successful internship experience, and essential search strategies for acquiring an internship (and eventual fulltime employment following graduation). Students will be able to effectively articulate their strengths in a cover letter and resume while developing a strategy for obtaining an internship with a local business.

BA 331 GLOBAL BUSINESS Credits: 3

Global business is complex. The world's business environments involve diverse factors and dynamic forces relating to demographics, cultures, economics, political and legal systems, levels of technological development and natural geophysical realities. This course will illuminate these dynamic factors and forces while empowering students with useful theories, concepts and vocabulary in order that they can understand, and ultimately conduct, business internationally.

BA 341 INVESTMENTS Credits: 3

This class is designed to introduce students to various investment vehicles, investment strategies, and modern portfolio management techniques. The class involves the students in hands on management of an investment portfolio where they make real time purchases and sales of stocks and options in a national investment competition. The course is available to all students.

Prerequisites: BA 101 and BA 203 with a C or higher.

BA 342 FINANCE Credits: 3

This class introduces students to the art and science of managing money at the corporate level. Topics include: short-term cash management, capital budgeting, time value of money concepts, balance between risk and reward, and financial analysis techniques.

Prerequisites: BA 101 and BA 203 with a C or higher.

BA 344 INT'L TRADE/FIN/MON ISSUES Credits: 3

Given the global environment faced by today's managers, the objective of the course is to introduce students to the basic concepts and institutional arrangements that underlie financial management in a global economy. Topics covered include the international monetary system, the balance of payments, exchange rate determination, currency futures and options, parity conditions in international finance, and management of foreign exchange risk through hedging. The course examines issues related to the international markets, including international trade and commercial policy, international investment, foreign exchange markets, the euromarkets, and currency derivative markets. The course also considers financial issues associated with the operation of a firm in the international environment.

Prerequisites: BA 342 with a C or higher.

BA 351 PRODUCTION & OPERATIONS Credits: 3

This is an intense examination of the key concepts, quantitative techniques, and practices applied by world managers in the production of goods and services. It includes the study of behavioral methods, input/output relationships, system/facility design, scheduling and modern inventory control systems, management information systems, and facility location.

BA 352 BUSINESS LAW Credits: 3

This course investigates legal concepts and principles affecting business organizations and commercial transactions. Key topics focus on those factors influencing management decisions such as contracts, agencies, partnerships, corporations, and real property.

Prerequisites: BA 101 and BA 203 with a C or higher.

BA 381 HUMAN RESOURCE MANAGEMENT Credits: 3

Focusing on theoretical and practical aspects of organizational and personnel activities, this course examines key topics such as human resource planning, recruiting, selecting, orienting, training, and evaluating employees. A major portion of the course will focus on how these topics relate to state and federal laws. Relevant human resource problems and issues will be examined.

Prerequisites: BA 101 with a C or higher.

BA 399E EXPERIMENTAL COURSE Credits: 3

Students in this course will explore a variety of approaches to sports product development by studying the industry in Portland, Oregon, quickly becoming known as the global hub for sports product creation. Students will navigate the processes involved in managing a sports product project, beginning with developing a consumer insight and continuing through the logistics of navigating all of the processes that are involved in bringing the product to market-including product marketing, design, development, manufacturing, and commercialization. Students will focus on the development of an apparel, footwear, or equipment product of their choosing, developing the product idea to the point where it is ready for prototyping.

BA 455 RISK ASSESSMENT Credits: 3

This course is designed as a hands-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. A key element of this course is the use of microcomputers and commercially available software as tools for performing quantitative risk analysis.

Prerequisites: BA 247 with a C or higher.

BA 457 ETHICAL LEADERSHIP Credits: 3

Special attention is given to characteristics of leaders and how they operate ethically within the organizations they lead, as well as how leaders interact with society in terms of corporate responsibility. Classical leadership approaches and ethical frameworks are examined and compared to emerging new leadership practices. The course closely examines values, abilities, skills, and leadership traits as portrayed in a comprehensive video case approach as a means for applying theory to leadership practice.

Prerequisites: Senior status and currently in last year of Business Administration program.

BA 458 BUSINESS CAPSTONE Credits: 3

This is a dynamic course bringing together the elements studied in various business classes, such as finance, economics, management, and marketing. Relying largely on case studies, this approach allows students to compare their operational skills with those of professional managers from different industries.

Prerequisites: Senior status and currently in last year of Business program.

BA 472 ENTREPRENEURIAL FINANCE Credits: 3

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance.

BA 499 BUSINESS INTERNSHIP Credits: 1-10

The business internship is the capstone, hands-on experience for each business major, and offers a unique opportunity for students to relate their academic education and career interests to on-the-job work experience in the corporate world. All business majors must complete the business internship prior to graduation. During the internship, business students will complete a business exit exam. The internship is jointly supervised by a Concordia University internship director and an on-site internship supervisor. Formal application and completion of the Business Internship Seminar is required prior to the semester of enrollment.

Prerequisites: BA 301 with a C or higher and Senior status as Business Administration major and must meet with School of Management Internship Coordinator.

Career and Technical Education (CTE)

CTE 340 C & I: CTE Credits: 3

This course will provide opportunities for students to examine how CTE curriculum is organized into career pathways and Programs of Study. Students will participate in learning activities designed to develop CTE effective instructional strategies and create engaging CTE curriculum targeted towards meeting technical skills standards, common core standards in English and math, and career related learning standards.

CTE 369 LITERACY IN CTE Credits: 3

Literacy in Career and Technical Education teaches CTE teachers how to expose students to rigorous and relevant information-rich content that motivates them to develop their literacy skills, integrate content-area reading and writing strategies to aid student learning, and provide numerous enrichment activities to help students apply higher-level literacy skills to their interests and future goals. Using the Oregon Common Core State Standards for English Language Arts and Literacy, the CTE teacher learns how to create literacy-enhanced lessons and apply and refine them in practical application experiences. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state literacy standards. This course is designed to teach the CTE teacher how to analyze each lesson and make revisions to integrate literacy into the CTE instructional program.

CTE 493 CTE CAPSTONE Credits: 3

CTE Capstone is an integrative learning experience in which students bring together the knowledge and skills they have acquired in the Bachelor of Science in CTE degree program at Concordia University. The capstone experience is student-directed, meaning students take the responsibility for selecting a culminating project which demonstrates how they can apply what they have learned in the classroom to the real world.

Prerequisites: CTE 482 with a C or higher.

Chemistry (CHM)

CHM 100 INTRODUCTION TO CHEMISTRY Credits: 4

An introduction to the basic chemical and mathematical concepts used in the chemistry, biology and pre-nursing programs. For students that have not successfully completed high-school level chemistry and desire to enter the chemistry, biology and pre-nursing programs. Laboratory portion included in course.

CHM 101 CHEMISTRY FOR LIFE WITH LAB Credits: 3

This is a laboratory course designed for students with little or no background in chemistry. The course will investigate areas of everyday life in which chemistry plays an important role with a strong emphasis on applications to health care.

Prerequisites: MTH 097.

CHM 101L CHEMISTRY FOR LIFE LAB Credits: 0

CHM 102 PRIN OF ORG & BIOCHEM WITH LAB Credits: 3

An introduction to health care related topics in the chemistry of organic molecules and the chemical reactions of living organisms.

Prerequisites: CHM 101 with a C or higher.

CHM 102L PRIN ORGANIC AND BIOCHEM LAB Credits: 0

CHM 211 INORGANIC CHEMISTRY I Credits: 4

A study of atomic structure, stoichiometry, chemical bonding, the periodic table, states of matter, and solutions.

Prerequisites: MTH 123 with a C or higher

Corequisites: CHM 211L.

CHM 211L INORGANIC CHEM I LAB Credits: 0

CHM 212 INORGANIC CHEMISTRY II Credits: 4

A continuation of CHM 211 with a study of thermodynamics, reaction rates, chemical equilibrium, acid-base equilibrium, electrochemistry, transition elements, and nuclear chemistry.

Prerequisites: CHM 211 with a C or higher

Corequisites: CHM 212L.

CHM 212L INORGANIC CHEM II LAB Credits: 0

CHM 288 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

CHM 321 ENVIRONMENTAL CHEMISTRY Credits: 3

A laboratory approach to current problems in environmental chemistry. A study of the chemistry of water resources, pollution and treatment, oil spills, solid waste disposal, hazardous chemicals and pesticides, stratospheric ozone, greenhouse gases, photochemical smog, particulates, acid rain, trace metals, and nuclear waste disposal.

Prerequisites: CHM 212 with a C or higher.

CHM 321L ENVIRONMENTAL CHEMISTRY LAB Credits: 0

CHM 344 ORGANIC CHEMISTRY I WITH LAB Credits: 4

An introduction to the chemistry of carbon compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of hydrocarbons and haloalkanes. Stereoisomerism is also included in this course.

Prerequisites: CHM 212 with a C or higher.

CHM 344L ORGANIC CHEMISTRY LAB Credits: 0

CHM 345 ORGANIC CHEMISTRY II WITH LAB Credits: 4

A continuation of the study of carbon containing compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of aromatic compounds, carboxylic acids and their derivatives, aldehydes, ketones, and amines.

Structure elucidation methods, including a study of IR, NMR, and UV spectroscopy, and mass spectrometry (including GC/MS), are also covered.

Prerequisites: CHM 344 with a C or higher.

CHM 345L ORGANIC CHEMISTRY II LAB Credits: 0

CHM 360 CHEMICAL QUANTITATIVE ANALYSIS Credits: 4

Introduction to chemical quantitative techniques including volumetric and gravimetric methods. Students will gain experience in experimental design, data processing and statistical methods of data analysis.

Prerequisites: CHM 212 with a C or higher.

CHM 361 INSTRUMENTAL ANALYSIS Credits: 4

A study of the theory and practice of modern chemical instrumental analysis including optical spectroscopy, atomic spectroscopy, chromatography, nuclear magnetic resonance spectroscopy, infrared spectrometry, and luminescence spectrometry.

Prerequisites: CHM 360 with a C or higher.

CHM 399E EXPERIMENTAL COURSE-CHEMISTRY Credit: 1

Experimental course option varies by term. Please see academic department for course description.

CHM 414 BIOCHEMISTRY I WITH LAB Credits: 4

Overview of the structure and function of biomolecules with an emphasis on protein structure and protein synthesis. Cellular energy metabolism including a thorough study of enzyme kinetics, glycolysis, the citric acid cycle, oxidative phosphorylation and photosynthesis.

Prerequisites: CHM 345 and BIO 211 and MTH 231 with a C or higher.

CHM 414L BIOCHEMISTRY LAB Credits: 0**CHM 415 BIOCHEMISTRY II WITH LAB Credits: 4**

Detailed study of the structure and function of lipids and nucleic acids. Biochemistry of nitrogen-containing compounds including nitrogen fixation and the urea cycle. Additional topics may include integration of mammalian metabolism, physiology of metabolic diseases, bioinformatics and genomics.

Prerequisites: CHM 414 with a C or higher.

CHM 415L BIOCHEMISTRY II LAB Credits: 0**CHM 421 TOXICOLOGY/RISK ASSESMENT Credits: 3**

Introduction to the use of toxicology and risk assessment in the management of hazardous substances. The course will explore the sources, emissions, distributions and fate of various classes of contaminants, the theory and method of toxicology and ecotoxicology, exposure analysis, and selected toxicant modes of action.

Prerequisites: CHM 321 with a C or higher
Corequisites: ENV 431.

CHM 441 PHYSICAL CHEMISTRY Credits: 3

Atomic and molecular properties including such areas as thermodynamics, chemical kinetics, macroscopic chemical systems, and molecular spectroscopy.

Prerequisites: CHM 345 and MTH 212 with a C or higher.

CHM 442 PHYSICAL CHEMISTRY I Credits: 3

Students in the course will learn the fundamental physical principles of chemical thermodynamics and chemical kinetics.

Prerequisites: MTH 211 and PHY 212 and CHM 345 with a C or higher.

CHM 443 PHYSICAL CHEMISTRY II Credits: 3

The emphasis in the course will be the development of fundamental principles of quantum theory and its applications to atomic and molecular structure and spectroscopy.

Prerequisites: CHM 442 and MTH 212 with a C or higher.

CHM 488 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas with faculty and fellow students.

CHM 490 RESEARCH IN CHEMISTRY Credits: 3

Experience in hands-on research on a topic agreed upon by the student and a specific faculty member. Includes research planning, background reading, experimental laboratory work, and a concluding report. May be taken up to two times for credit.

Prerequisites: Sophomore status and instructor permission.

CHM 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Junior or Senior status, CHM 490 recommended.

CHM 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: CHM 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

CHM 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: CHM 493 with a C or higher.

CHM 496 CHEMISTRY PRACTICUM Credits: 1.5-3

Supervised experience in a setting related to the student's career interests. Requires 135 documented hours of experience at a practicum site, a final written summary and a concluding presentation at a scheduled senior symposium.

Prerequisites: Junior or Senior status as a chemistry major required.

CHM 499 TEACHING ASSISTANT Credit: 1

An opportunity for junior or senior chemistry majors to design labs, prepare lessons, and assist in teaching chemistry courses they have completed successfully.

Prerequisites: Upper division standing and Instructor permission.

Chinese (CHN)

CHN 101 CHINESE I Credits: 3

Chinese 101 is the first half of a yearlong beginning level course in Modern Standard Chinese (Mandarin). This course is designed for students who have no or little prior experience in the language. Students will gain listening, speaking, reading and writing skills. Students will study the language in the context of Chinese culture.

CHN 102 CHINESE II Credits: 3

Chinese 102 is the second half of a year-long beginning-level course in Modern Standard Chinese (Mandarin). This course is designed for students who have no or little prior experience in the language. Students will gain listening, speaking, reading and writing skills. Students will study the language in the context of Chinese culture.

Prerequisites: CHN 101 with a C or higher.

Christian Education (CED)

CED 1 TECHNOLOGY FEE Credits: 0**CED 220 INTRO TO CHRISTIAN MINISTRY I Credit: 1**

This team-taught course is for all DCE and pastoral studies students during their first two years on campus. Students are introduced to principles and topics common to a variety of full time congregation and mission-based ministries, as well as to the undergraduate experience that will move the students toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

CED 275 MISSIONAL OUTRCH, ASSIM, VISIT Credits: 3

Students will identify how they, as Christians, can participate and train others for outreach to seekers and the dechurched. The diverse components of a congregation's evangelism ministry will be explored while considering various methods and resources for that ministry. Primary emphasis will be on helping students understand the importance of the role of every Christian in evangelism, so that they can move into congregations to motivate and educate members, developing and implementing an effective and intentional ministry of evangelism. Evangelism is the content, education is the process.

Prerequisites: REL 211 or REL 221 with a C or higher.

CED 288 ISSUES IN CHRISTIAN EDUCATION Credits: 2

Timely and relevant topics for those serving in parish and social service ministries, or for those desiring to further their knowledge of current issues in Christian education.

CED 290 PRACTICUM/MISSION EXPR Credits: 1-3

The student can earn one to three credits for work in a mission environment (i.e. CU trip to China to teach English, VBS teaching overseas, commitment to an inner-city agency). Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the mission experience in which the practicum is outlined and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

CED 291 PARISH PRACTICUM Credits: 1-4

The student can earn one to three credits for work in a congregation or para-church organization. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the parish experience, in which the practicum is outlined, and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

CED 292 CAMP LEADRSHP PRACTICUM Credits: 1-3

The student can earn one to three credits for work in a camp. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the camp experience, in which the practicum is outlined and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

CED 310 CHILDREN'S MINISTRY Credits: 3

Students will be introduced to theories related to children that will assist in developing an integrated ministry in a congregational setting. The course's five major sections include: development of the child, learning theories, the content of the child's learning in the church, and planning, administering, implementing and evaluating a comprehensive ministry to children, and resources, activities, and environments for children's ministries. Each student will be assigned to an area congregation for weekly participation and leadership in children's ministry activities.

CED 311 HIST AND PRAC OF DCE I Credits: 2

This course assists the future Director of Christian Education in developing a conceptual framework from which the student can operate in a congregation, while also moving the student to more greatly identify themselves as a lifespan Christian educator, focused on equipping disciples to live their faith in word and action. In order to help the DCE think like a DCE, the class allows for in-congregation experiences.

CED 312 HIST AND PRAC OF DCE II Credits: 2

The course considers the historical roots of the profession, the issues with which field DCE's contend, the identities of current professional church workers, and the hoped-for outcomes for the DCE's work. Class assignments utilize readings, reflection papers, and personal exploration and evaluation. In addition, students are assigned to an area congregation with a DCE for weekly field work of a least five hours.

CED 315 YOUTH MINISTRY Credits: 3

This course is intended primarily for those interested in developing or participating in congregational ministry to youth: particularly future Directors of Christian Education. Current theories and models of youth ministry are explored so students can create their own vision for congregational youth ministry. Each student will be assigned to an area congregation for weekly participation and leadership in youth ministry activities.

CED 320 INTRO TO CHRISTIAN MINISTRY II Credit: 1

This team-taught course is for all DCE and pastoral studies students during their first two years on campus. Students are introduced to principles and topics common to a variety of full time congregation and mission-based ministries, as well as to the undergraduate experience that will move the students toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

CED 344 FIELD EXP, RELIGIOUS EDU Credits: 1-2

The goal of this course is to provide students with a field experience in a church school classroom to better appreciate the role of the teacher. Students will practice those competencies and skills required of teachers, developing the role of Christian educator. The student will spend 45 contact hours in the classroom and will teach a minimum of three religion lessons. Students must complete an application for this course in the College of Education placement office the semester before they are assigned.

Prerequisites: State Fingerprinting required; EDU 232 and EDU 260 and CED 395 with a C or higher; requires completion of an on-line application for placement.

CED 383 ADULT MINISTRY Credits: 3

Students will be introduced to theories related to adults that will assist in developing an integrated ministry in a congregational setting. The course's six major sections include: adult development, adult learning theory, the content of adult learning in the church, volunteer recruitment and management, and planning, administering, implementing and evaluating a comprehensive ministry to adults, and resources, activities and environments for adult ministries. Each student will be assigned to an area congregation for weekly participation and leadership in adult ministry activities.

CED 395 TEACHING THE FAITH Credits: 3

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes field-work observation, participation, lesson planning and demonstration teaching.

Prerequisites: EDU 232 and EDU 260 with a C or higher.

CED 435 CONFIRMATION CURRIC & INSTR Credits: 3

The purpose, history, and current practices of Confirmation in the Lutheran Church are reviewed and assessed for the purpose of implementing strategies to be used in both Junior and Adult Confirmation programs.

CED 483 LEADERSHIP DEVELOPMENT Credits: 2

This course considers the best in current theories, models, styles and strategies of secular leadership. The connection and the differences between secular and church leadership will be discussed. Students will then consider ministry issues and their own growth goals as they prepare for leadership roles in the church. A key component of the class includes equipping others to serve as leaders, particularly in a voluntary (church) organization.

CED 485 FAMILY MINISTRIES Credits: 3

An introductory course intended to acquaint students with the fundamental skills, theories, and understandings necessary to begin and sustain a ministry to and with families in a congregational setting. Family Ministries seeks to develop a holistic, intergenerational, lifespan understanding of ministry through the parish. This course builds upon and unifies theories developed in Children's Ministries, Youth Ministries and Adult Ministries. Each student will be assigned to an area congregation for weekly participation and leadership in family ministry activities.

CED 490 DCE INTERNSHIP Credits: 8

An academic year spent in parish education activities in a Lutheran congregation, combining observation, teaching, training in administration, management, and other parish services. The student will work for a monthly stipend under the supervision of a congregational supervisor and a consulting Director of Christian Education. Knowledge and skills are to be acquired in all educational agencies and services provided by the parish. Adjustment to this requirement may be made in exceptional cases by the director of the DCE program. Required in order to receive certification as a DCE.

Prerequisites: Permission of Director of DCE program.

Early Childhood Education (ECE)

ECE 200E BECOMING A PRE-K READING COACH Credits: 2**ECE 210 INTRODUCTION TO ECE Credits: 3**

This course introduces students to the field of early childhood education from past to present. It provides students with an overview of the foundations of early childhood education and the influences that impact young children and their families. Students will gain knowledge of the various types of programs that serve children from birth through age eight and consider their role as an early childhood professional.

ECE 220 DEVELOPMENT OF YOUNG CHILD Credits: 3

This course studies human development from conception through age eight. Students will increase their understanding of developmental principles and theories as they explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

ECE 225 CHILD SAFETY & PROTECTION Credits: 3

This course focuses on protecting our children from harm and maltreatment. As students become familiar with mandatory reporting laws, learn to identify abuse and neglect, and examine the effects of trauma and maltreatment, they will consider strategies for creating a safe haven for children within their classroom.

ECE 230 LERNING ENVIRONS FOR YNG CHILD Credits: 3

The learning environment can play a powerful role in the young child's development. In this course students will develop an understanding of the qualities necessary to create inviting and intriguing environments for children as they consider time, materials, space, and interactions.

ECE 240 INTGRATED STRATEGIES/ TEACHING Credits: 3

This course explores strategies for teaching young children through an integrated approach. Students will be equipped with the skills necessary to create meaningful and engaging learning opportunities using methods that honor the child.

ECE 245 ART, MUSIC, & MOVEMENT Credits: 3

This course equips students with the ability to implement developmentally appropriate art, music, and movement experiences in the early childhood classroom. Participants will develop a portfolio of activities that encourages young children to creatively express themselves through various mediums.

ECE 250 LANGUAGE AND LITERATURE Credits: 3

This course provides students with a working knowledge of language development. Participants will examine the role that storytelling and literature play in fostering language and literacy growth as they explore the world of children's literature. Emphasis is placed on authors and illustrators, selecting appropriate books, and methods for incorporating children's literature in the early childhood classroom.

ECE 260 WORKING W/INFANTS & TODDLERS Credits: 3

This course is designed for individuals working with infants and toddlers through age three. Students will explore methods for creating culturally responsive learning environments that support the growth and well-being of children in their earliest years of development.

ECE 270 CHILDREN WITH SPECIAL NEEDS Credits: 3

This course introduces students to categories of special needs in young children. With emphasis placed on inclusion, participants will explore techniques for adapting materials and teaching strategies in early childhood settings. Students will become familiar with services available to children with special needs and their families.

ECE 280 GUIDING YOUNG CHILD'S BEHAVIOR Credits: 3

This course provides students with strategies to help young children cultivate behaviors that promote respect for others and respect for self. With brain research as its foundation, this course focuses on emotional intelligence and helping children learn to self-regulate.

ECE 285 PARTNERING WITH FAMILIES Credits: 3

Families play a critical role in the young child's development and learning. This course explores avenues for establishing respectful and reciprocal relationships between families and early childhood programs. Emphasis is placed on positive interactions, honoring diversity, and family support and involvement.

ECE 340 WELL-BEING OF THE CHILD Credits: 3

Explore the dynamics of physical and emotional wellness and its impact on the development of the whole child. With emphasis placed on the role of nature as a component of a healthy living, this course promotes the abilities of children as they develop and practice skills that contribute to good health and enhance quality of life.

ECE 350 INNOV & CREATIVE APPR TO LRNGG Credits: 3

This course provides an in-depth understanding of the diversity of learning and the importance of nurturing and supporting children's approaches toward learning. Students gain an awareness of children's capacities and dispositions for learning while building a broad repertoire of developmentally effective teaching approaches.

ECE 360 LITERACY & THE YOUNG LEARNER Credits: 3

This course examines the development of literacy skills in young children with a focus on connections between reading and writing, the use of thematic literature and trade books, and current research in the field of literacy development. With this knowledge, students will create meaningful literacy curriculum based on early learning standards.

ECE 365 SOCIAL STUDIES & YOUNG CHILD Credits: 3

This course provides students with the necessary tools to teach Social Studies in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, students will use central concepts in social studies and a wide variety of resources to design meaningful and challenging social studies curriculum that values cultural responsiveness.

ECE 370 EXPLORING THE WORLD OF MATH Credits: 3

This course provides students with the necessary strategies and tools to teach mathematics in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, students will use central math concepts and various resources to design meaningful and challenging math curriculum for each child.

ECE 375 CHILDREN AS SCIENTISTS Credits: 3

This course provides students with the necessary strategies and tools to teach science in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, students will use central science concepts, inquiry tools, and various resources to design meaningful and challenging science curriculum for each child.

ECE 390 EQUITY & JUSTICE IN ECE Credits: 3

This course is designed to equip the ECE student with the necessary tools to work with children and families from diverse backgrounds and to create a classroom culture in which equity and social justice are shared values. Students will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diversity and empower them to become change agents in their classrooms and communities.

ECE 420 STRATEGIES FOR TEACHING ELL Credits: 3

This course helps students develop skills needed to work with English language learners. These skills include the ability to implement various methods of teaching, develop curriculum materials, assess student proficiency, and to involve families and the community in the early childhood classroom.

ECE 430 THE TEACHER AS RESEARCHER Credits: 3

This course introduces students to research practices within the field of early childhood education. Through the course students will gain an understanding of research principles and develop basic research skills in order that they may successfully conduct meaningful research projects within their early childhood program.

ECE 440 ASSESSING YOUNG CHILDREN Credits: 3

This course focuses on developing an effective observation system in a classroom setting conducive to creating a comprehensive picture of children's learning. Students will evaluate situations and develop an understanding of how to integrate traditional and authentic assessment practices.

ECE 475 CHARACTER/ETHICS OF ECE LEADER Credits: 3

This course provides a forum where students enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and, perhaps most importantly, of serving others.

ECE 490A INTERNSHIP Credits: 4.5

The internship is a semester-long experience that provides ECE students with the opportunity to put into practice what they have learned in their coursework at Concordia University. The ECE student will spend a minimum of 360 hours (24 hours a week) in an approved early childhood setting. It is the responsibility of the ECE student to secure the internship site, which in most cases will be where the ECE student is employed. As part of the experience ECE students will participate in an internship course where the Concordia instructor will serve as the ECE student's mentor/supervisor. The ECE internship is divided into two sections, 490A and 490B.

Prerequisite: Evidence of State Background Clearance as required by law.

ECE 490B INTERNSHIP Credits: 4.5

The internship is a semester-long experience that provides ECE students with the opportunity to put into practice what they have learned in their coursework at Concordia University. The ECE student will spend a minimum of 360 hours (24 hours a week) in an approved early childhood setting. It is the responsibility of the ECE student to secure the internship site, which in most cases will be where the ECE student is employed. As part of the experience ECE students will participate in an internship course where the Concordia instructor will serve as the ECE student's mentor/supervisor. The ECE internship is divided into two sections, 490A and 490B.

Prerequisite: Evidence of State Background Clearance as required by law.

ECE 495 ADMIN/DEVLPMNT OF EC PROGRAMS Credits: 3

This course introduces students to the role of the early childhood administrator. Emphasis is placed on visionary leadership, program development, establishing policies and procedures, mentoring and coaching staff, and family and community outreach.

Economics (ECN)

ECN 203 FUNDAMENTALS OF ECONOMICS Credits: 4

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.

Education (EDU)

EDU 199 TEACHING AS A PROFESSION Credit: 1.5

This course introduces a broad picture of K-12 teaching as a career in both private and public school settings. Students will be introduced to the teacher education program and be guided through the requirements necessary to complete the program and to obtain a teaching license in the state of Oregon. Classroom observation is required for this course.

EDU 200 BECOME A READING COACH Credits: 2

This course provides an introduction to the teaching of reading, the cueing systems readers use, how to match readers to appropriate books, and how to coach for success in reading accurately and fluently, with comprehension. This class includes both the delivery of instructional content and clinical practice with elementary aged readers.

EDU 201 PRINCIPLES OF EDUCATION Credits: 3

This course introduces students to a number of fascinating subjects regarding their chosen profession. Such topics as education philosophy, the school reform movement, and teacher rights and responsibilities are reviewed through a format that emphasizes student interaction and group process. A 30-hour tutoring component is also required with this course.

Prerequisites: State Fingerprinting required; Sophomore standing.

EDU 232 EDUCATIONAL PSYCHOLOGY Credits: 2

This course examines basic learning theories and processes in relation to teaching in the classroom. This course provides a foundation to improve and develop teaching skills as an ongoing process. During this course you will develop a pedagogy that integrates theories of learning, diversity and motivation.

Prerequisites: PSY 201 with a D or higher.

EDU 260 INSTRUCTNL STRATEGIES Credits: 3

This course is designed to enable students to acquire beginning competencies in daily lesson planning, instructional models, modes of presentation and participation, as well as formative evaluation skills essential for professional development in subsequent course and practicum activities. A classroom experience at a neighborhood school will enhance their lesson planning and presentation skills.

Prerequisites: EDU 201 and EDU 232 with a C or higher.

EDU 330 EDUCATIONAL TECHNOLOGY Credits: 2

This hands-on course seeks to make students proficient in how to effectively teach with 21st century technology. The course will examine how technology can augment the learning process through understanding issues and concerns important when implementing technological tools, researching best practices for project-based learning with technology, developing strategies for authentic assessment, and experimenting with software for teacher productivity. Students will also discuss the technological equity divide and how they can serve to breach that gap in schools.

Prerequisites: EDU 260 with a C or higher.

EDU 336 ASSESS/EVAL OF TCH LRN Credits: 2

This class prepares pre-service teachers at all levels to assess learning through a variety of instruments. Standardized test interpretation, preparations of teacher-generated tests that accurately assess objectives, authentic assessment, and a philosophy of evaluation and assessment are emphasized. Students will also consider legal and ethical issues in learner assessment and communication of progress.

Prerequisites: EDU 260 with a C or higher.

EDU 340 ADV TEACHING STRATEGIES Credits: 2

This course is designed to prepare candidates to design an edTPA portfolio using advanced teaching strategies. Student will enhance their skills in lesson construction in looking at higher order questions, differentiation and accommodation while also improving skill development and curriculum integration.

Prerequisites: EDU 336 with a C or higher.

EDU 342 FIELD EXPERIENCE: ELEMENTARY Credits: 1-2

This course provides the elementary teacher education student with actual experience in the elementary classroom. A minimum of 45 hours is spent in an assigned elementary classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 342L LUTH FLD EXP: ELEMENTARY Credits: 1-2

This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 344 FIELD EXPERIENCE: SECONDARY Credits: 1-2

This course provides the secondary education student with actual experience in the secondary classroom. A minimum of 45 hours is spent in an assigned secondary classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 344L LUTH FLD EXP: SECONDARY Credits: 1-2

This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

Prerequisites: State Fingerprinting and admission to the College of Education required. EDU 201 and EDU 232 and EDU 260 with a C or higher. Requires contacting the Placement Office to begin the placement process.

**EDU 348 CLASSROOM MGMT/PAR
REL Credits: 3**

This course prepares students to organize and manage all aspects of a classroom. An emphasis will be placed on behavior management, effective communication with students and families and the classroom environment. Students will also develop skills needed to foster a positive image of schools and teachers to families and the general public through parent conferences, school events face-to-face as well as electronic communication. Concurrent enrollment in practicum or student teaching required.

Prerequisites: EDU 336 with a C or higher.

EDU 355 INTRO TO ECE Credits: 3

This course begins with an overview of early childhood education, from historical and theoretical perspectives to current issues, trends, and practices. As the course progresses, students will explore the elements of a child-centered learning environment. The final portion of the course focuses on methods for integrating across the curriculum using thematic units and project work.

Prerequisites: EDU 201 and EDU 232 with a C or higher.

**EDU 358 C & I:HEALTH/PE:
ELEMENTARY Credits: 3**

This course examines basic elementary school health education programs and current trends in this field. Students gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

Prerequisites: EDU 336 with a C or higher.

**EDU 362 C & I:MATH:
ELEMENTARY Credits: 3**

This course focuses on development of mathematics skills and conceptual understanding for the elementary school student. It is designed to prepare teachers to instruct young learners in basic arithmetical processes. In addition we will examine curricular materials (including use of math manipulatives) and appropriate techniques and procedures for effective pupil learning. Students will use the Common Core Standards for Mathematics to plan successful lessons and units.

Prerequisites: EDU 336 with a C or higher and MTH 134 with a D or higher.

**EDU 368 C & I:SCIENCE:
ELEMENTARY Credits: 3**

This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective student learning in the natural sciences. Daily lesson planning, preparation of resource units and the development of classroom interest through integration and hands-on learning in science are emphasized.

Prerequisites: EDU 340 with a C or higher.

**EDU 375 C & I:LANG ARTS/
RDNG:ELEMENTAR Credits: 4**

This course will furnish the teacher education student with the knowledge and resources to provide pre-K to 8th grade instruction and assessment in reading, writing, listening and speaking.

Prerequisites: EDU 336 with a C or higher.

**EDU 377 INT'L EDUCATION STUDY
TOUR Credits: 3**

This course is part of an ongoing exchange between Concordia University and International Universities. Students taking the course will travel overseas to evaluate educational systems and the ways cultural values impact the existence and delivery of educational services. They will, through preparation for this trip, become well versed in the dialogue about the achievements of international education systems, and be able to assess their strengths and weaknesses. They will be expected to regularly evaluate, through pre-trip reading and during-trip site visits, the U.S. and international systems. Students will experience international culture first hand by living with an international family, which they will prepare for through a language program in the academic semester before their trip. They will be expected to be cultural ambassadors for the United States while reflecting on national similarities and differences, and will be tasked with examining their own cultural belief systems before, during, and after the trip.

**EDU 379 C & I:SOCIAL STDS:
ELEMENTARY Credits: 2**

This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective student learning in social sciences. The student will understand the major themes and objectives of social sciences as covered by Oregon State Standards. The student will also design effective lesson plans in constructing an edTPA portfolio.

Prerequisites: EDU 340 with a C or higher.

**EDU 384 CLASSROOM MGMT:
SECONDARY Credits: 3**

This course prepares students to organize and manage all elements of the middle or high school classroom. Topics include a review of major student discipline models, managing teacher stress, effective parent communication skills, and establishing a healthy classroom rapport to promote student learning.

Prerequisites: EDU 336 and PSY 321 with a C or higher

Corequisites: EDU 343 or EDU 343L or EDU 344 or EDU 344L or EDU 453 or EDU 453L or EDU 454 or EDU 454L or EDU 493 or EDU 494.

**EDU 385 C & I:MATH & SCI:
SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required edTPA portfolio.

Prerequisites: EDU 340 with a C or higher.

**EDU 386 C & I:LANG ART/SOC
ST:SECONDRY Credits: 3**

This course provides an introduction to curriculum, instructional materials, and cooperative strategies for effective student learning in the social studies and language arts. Students will be tasked with evaluating contemporary research on topics like adolescent literacy, historical thinking, and literary and social science analysis, and then finding ways to integrate these best practices into effective and engaging secondary content teaching methods.

Prerequisites: EDU 340 with a C or higher.

**EDU 387 C & I: PHYS ED:
SECONDARY Credits: 3**

This course provides further focus on the national and state physical education standards along with best practices as it relates to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels and daily lesson planning as they apply to physical education.

Prerequisites: EDU 340 with a C or higher.

EDU 389 C & I: HEALTH Credits: 2

This course provides further focus on the national and state health education standards along with best practices as it relates to curriculum, instructional materials, engaging activities and skill-based strategies for effective student learning in the health classroom. Emphasis is placed on instructional teaming, the integration of health on the middle and high school levels, and daily lesson planning as they apply to health education.

Prerequisites: EDU 340 with a C or higher.

EDU 390 CHILDREN W/ EXCEPTIONALITIES Credits: 2

Introduction to PL94-142 and exceptional children with a focus on techniques for adapting materials, curriculum and teaching strategies, the exceptional child's family and community resources.

Prerequisites: PSY 201 with a D or higher.

EDU 395 TEACHING THE FAITH Credits: 3

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes field-work observation, participation, lesson planning and demonstration teaching.

Prerequisites: EDU 232 and EDU 260 with a C or higher.

EDU 399E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

EDU 406 CHARACTER & ETHICS OF LDRSHP Credits: 3

Exploration of contemporary and historical models of organizational leadership, creation of a personal statement of vocation informed by values and assumptions, and testing of the synthesis against a variety of assignments and experiences. The course provides a forum for candidates to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and from serving others.

EDU 420 SCHOOL AND COMM PARTNERSHIPS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDU 438 STRATEGIES & MATERIALS TESL Credits: 3

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in English to Speakers of other Languages (ESOL), the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDU 439 LINGUISTICS Credits: 3

This course provides an in-depth study of the principles of linguistics (phonology, morphology, syntax and semantics) from a historical, cultural, and socio-linguistics perspective.

Prerequisites: WR 121 with a C or higher.

EDU 440 LANGUAGE & CULTURE CLASSROOM Credits: 3

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

EDU 441 ESOL LANGUAGE ACQUISITION Credits: 2

This seminar examines the teaching of English to speakers of other languages (ESOL) from the perspective of curricular design and educational technology. An understanding of issues and resources related to curriculum design and educational technology will assist participants in planning ESL programs and equipping students with appropriate media resources, and earning the ESOL/Bilingual Endorsement.

EDU 443 ASSESSING ENGLISH LEARNERS Credits: 2

This seminar will examine the teaching of English to speakers of other languages (ESOL) from an educational assessment and evaluation perspective. An understanding of issues and resources related to this topic will assist participants in planning ESL programs, equipping students, teachers and the community with the appropriate instructional resources, and earning the ESOL/Bilingual Endorsement.

EDU 447 CREATING CLASSROOM EQUITY Credits: 3

This course is designed to equip students with the necessary knowledge, skills, and strategies to work with students and families from ethnically and culturally diverse backgrounds. An emphasis will be placed on equity in relation to class, gender, and race in schools. Throughout the course, students will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. Lastly, students will examine the research which exists related to the shift in demographics nationwide and in the state of Oregon and how it impacts education.

Prerequisites: EDU 260 with C or higher and Junior Status.

EDU 448 THE INCLUSIVE CLASSROOM Credits: 3

The effective use of transformational instructional strategies and interventions to maximize teaching and learning for all students in an inclusive classroom will be studied. Emphasis will be placed on practical instructional strategies and interventions that promote learning and can be readily implemented by the general education classroom teacher.

EDU 452 PRACTICUM: ELEMENTARY Credits: 1-4

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned elementary classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 452L PRACTICUM: LUTHERAN ELEM Credits: 1-4

This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement and supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 454 PRACTICUM: SECONDARY Credits: 1-4

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned secondary classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 454L PRACTICUM: LUTHERAN SECONDARY Credits: 1-4

This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement and supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 336 with a C or higher. Requires contacting the Placement Office to begin the placement process.

EDU 457 GROWTH & DEV YNG CHILD Credits: 3

This human development course focuses specifically on the young child from birth through age eleven. Developmental principles and theories will be examined as students explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

Prerequisites: EDU 232 with a C or higher.

EDU 461 C & I: CHILDREN'S LIT - ECE/ ELEM Credits: 2

An introduction to all genres of literature for children in grades K-8 in relation to their needs, interests, and abilities. Emphasizes authors and illustrators, educational uses, and the writing process.

Prerequisites: EDU 336 with a C or higher.

EDU 469E ESTABLISH BUS/COMM PARTNERSHIP Credit: 1**EDU 485 ESOL PRACTICUM Credits: 2**

Used to obtain an English Speakers of Other Languages (ESOL) endorsement. A minimum of 90 hours is spent in an assigned ESOL classroom. The students are assigned to schools and classrooms according to their authorization areas. Students are required to complete 90 contact hours for 2 credits at the assigned schools. Students create and teach one TSPC-required work sample.

Prerequisites: State Fingerprinting required.

EDU 492 STUDENT TEACHING: ELEMENTARY Credits: 15

This course is a 15-week, full-time teaching experience at a public elementary school, or an approved private school, in an assigned elementary classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. All professional education courses and practicum must have been successfully completed. Requires contacting the Placement Office to begin the placement process.

EDU 494 STUDENT TEACHING: SECONDARY Credits: 15

This course is a 15-week, full-time teaching experience at a public high school, or an approved private school, in an assigned secondary classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required edTPA portfolio.

Prerequisites: State Fingerprinting required. All professional education courses and practicum must have been successfully completed. Requires contacting the Placement Office to begin the placement process.

EDU 499 INDEPENDENT STUDY Credits: 3

Education (EDUG)

EDUG 110 TEACHING AS A PROFESS Credits: 2

This course introduces a broad picture of K-12 teaching as a career in both private and public school settings. Students will be introduced to the teacher education program and be guided through the requirements necessary to complete the program and to obtain a teaching license in the state of Oregon. A 10 hour of tutoring/classroom observation is required for this course.

EDUG 120 BECOME A RDG COACH Credits: 2

This course provides an introduction to the teaching of reading, the cueing systems readers use, how to match readers to appropriate books, and how to coach for success in reading accurately and fluently, with comprehension. This class includes both the delivery of instructional content and clinical practice with school-aged readers.

EDUG 210 INTRO TO ELL PK12 Credits: 2

This course examines the basics of language acquisition and how to better serve students who speak languages other than English. Candidates will be exposed to best practices that should be used with students in different levels of English proficiency.

Prerequisites: EDUG 110 and EDUG 120 with a C or higher.

**EDUG 220 GRWTH AND DEV
PK-12 Credits: 3**

This course explores the ways in which learners are shaped by their individual experiences, cultures, developmental levels, diverse needs, and assets. Through participation in this course, students will come to understand concepts of neurobiology and stages of development, as well as the cognitive, social-emotional, and behavioral theories that underpin learning. In addition, candidates will come to understand the impact of poverty and trauma on K-12 learners and examine their role in mitigating these effects through their classroom instruction and interactions. This course will blend theory and practice, providing students the opportunity to form connections between concept and classroom and meaningfully consider their own pedagogy. **Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.

**EDUG 230 INTRO TO EQUITY
PK-12 Credits: 3**

This course is designed to engender in preservice teachers an understanding that learners come from diverse racial, ethnic, cultural, and socioeconomic backgrounds. Candidates will explore the sociological, political, and historical factors that have led to the current achievement gap, and discuss the importance of fostering equity within their own classroom and school contexts. They will also examine their individual biases, privilege, and experiences and learn culturally responsive teaching practices. Throughout the course, candidates will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. **Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.

EDUG 240 LIT PERSPC PK-12 Credits: 3

Preservice teachers engage in learning experiences rich in problem-solving, logical reasoning, and critical thinking through the lens of reading, writing, listening, and speaking for native English speakers and students who are English language learners. This course requires candidates to metacognitively reflect upon reading, writing, speaking and listening including strategies for teaching phonological awareness, word recognition, phonics, fluency, vocabulary, comprehension, and building literacy in the content areas as it pertains to children in the PK-12 world. This course will address trends in literacy (assessing literacy abilities, organizing and managing the classroom, and using technology) as they impact teaching practices within the classroom.

Prerequisites: EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

**EDUG 250 ASSESSMENT LIT
PK-12 Credits: 2**

This course will address accountability structures in American education including federal policies that direct assessment practices, assessment climates, general assessment design, standardized testing, progress monitoring and intervention systems (e.g. RTI). Candidates will have experience with school level data analysis, data team analysis, grade level analysis, and classroom analysis. Candidates will develop basic quantitative methods and interpretation skills, understand validity and reliability, and learn more about using technology platforms to organize and analyze data.

Prerequisites: EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

**EDUG 260 INDIV STUDNT LRNG
PK-12 Credits: 3**

In this course preservice teachers will learn instructional strategies that support the unique needs of all learners, including their individual experiences, cultures, developmental levels, and assets. Candidates will learn about differentiating instruction for student learning needs, and explore their role in fostering fair and equitable education that supports students' legal rights.

Prerequisites: EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

**EDUG 310 INQ AND REFLECT PRACT
1 Credits: 2**

Inquiry and Reflection in Practice 1 explores inquiry and reflection as professional practices in a candidate's teaching career that can lead to curiosity, systematic data analysis, and improved instructional practice. This course includes the key elements of self-study, practitioner research, and how the inquiry process can lead to effective and transformative teaching. Candidates complete the course section aligned to their focus.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 320 SYSTMIC POLIT
ISSUES Credits: 3**

This course provides candidates with the historical, political and social foundations of education, and addresses the current educational landscape. Candidates will analyze competing narratives on the purpose of schooling, collaboratively examine educational issues and topics, discuss the importance of ethics as it relates to teaching and learning, and consider their role as a professional educator.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 330 BST PRAC SM GRP INST ASMN
ELEM Credits: 3**

Best Practices in Small Group Instruction and Assessment focuses on the best practices in forming and instructing in a small group, and assessing student growth to measure and reflect on instructional efficacy and groupings. Through classroom observations and guided practice, candidates will become familiar with the variety of purposes for small groups in the general education classroom, and how to plan for and utilize purpose-driven grouping and instructional strategies. Candidates will become familiar with assessment practices used to measure growth in small groups, including formative and informal assessments. Technology-based and traditional formative assessments will be modeled and practiced.

Prerequisites: EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

EDUG 340 HUM METHODS ELEM Credits: 3

Candidates will develop skills in content integration through the incorporation of curriculum based on current practice and research in social studies and language arts as units for planning. Candidates will explore strategies for reading to learn content, writing with purpose and clarity, and vocabulary development. This course emphasizes intellectual approaches to integration while utilizing curriculum mapping to guide unit planning. Candidates will utilize instructional technology and various teaching methods/ materials to develop effective lessons based on various national standards to encourage learning through a multi-disciplinary lens.

Prerequisites: EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

EDUG 350 MATH METHODS ELEM Credits: 3

Candidates will gain an in-depth understanding of general pedagogical issues in elementary mathematics as they relate to the development of mathematical skills and conceptual understanding for elementary students. Candidates will gain an understanding of teaching mathematical concepts utilizing Common Core standards. This will occur through the use of a variety of techniques and procedures appropriate to various learning needs of elementary aged students. Students will use Common Core standards to guide lessons and practice Task 4 of edTPA.

Prerequisites: EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

EDUG 358 HLTH AND PHYS ED Credits: 3

This course examines basic elementary school health education programs and current trends in this field. Students gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 385 C&I MATH SCI SEC Credits: 3

This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required edTPA portfolio. Candidates will explore how math and science content addresses components of STEAM education initiatives.

Prerequisites: EDUG 391.

EDUG 386 C&I LANG SOC ST SEC Credits: 3

This course provides an introduction to curriculum, instructional materials, and cooperative strategies for effective student learning in the social studies and language arts. Students will be tasked with evaluating contemporary research on topics like adolescent literacy, historical thinking, and literary and social science analysis, and then finding ways to integrate these best practices into effective and engaging secondary content teaching methods.

Prerequisites: EDUG 391.

EDUG 387 C&I PE SEC Credits: 3

This course provides further focus on the national and state physical education standards along with best practices as it relates to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels and daily lesson planning as they apply to physical education.

Prerequisites: EDUG 391.

EDUG 389 C&I HEALTH SEC Credits: 3

This course provides further focus on the national and state health education standards along with best practices as it relates to curriculum, instructional materials, engaging activities and skill-based strategies for effective student learning in the health classroom. Emphasis is placed on instructional teaming, the integration of health on the middle and high school levels, and daily lesson planning as they apply to health education.

Prerequisites: EDUG 391.

EDUG 390 SCHOOL CLIMATE ELEM Credits: 2

Minimum of 15 weeks of twice weekly field experience at the school site in conjunction with coursework that focuses on understanding school and community culture. This experience includes observation, opportunities to collaborate with faculty, administrators, staff, and families, and the development of an activity to support the school/community connection.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 391 SCHOOL CLIMATE SEC Credits: 2

Minimum of 15 weeks of twice weekly field experience at the school site in conjunction with coursework that focuses on understanding school and community culture. This experience includes observation, opportunities to collaborate with faculty, administrators, staff, and families, and the development of an activity to support the school/community connection.

Prerequisites: EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

EDUG 392 SM GR OBSERVING ELEM Credits: 2

Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the small group context. This experience includes observation, opportunities to teach lessons to a small group, and involvement in the culture of the grade level/department.

Prerequisites: EDUG 310 and EDUG 320 with a C or higher and EDUG 390.

EDUG 393 SM GR OBSERVING SEC Credits: 2

Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the small group context. This experience includes observation, opportunities to teach lessons to a small group, and involvement in the culture of the grade level/department.

Prerequisites: EDUG 310 and EDUG 320 with a C or higher and EDUG 391.

EDUG 410 INQ AND REFLECT PRACT 2 Credits: 2

Inquiry and Reflection 2 is the final course in the inquiry process sequence. Candidates research an area of interest related to their concentration choice and develop a research question focused on improving their own practice. Candidates utilize the field placement classroom to follow the inquiry process. As candidates explore their research questions, they will collect and analyze classroom data, identify conclusions, and share their findings in an appropriate professional venue.

Prerequisites: EDUG 330, EDUG 340, EDUG 358, and EDUG 350 with a C or higher and EDUG 392 or EDUG 393.

**EDUG 420 BST PRAC WHL CLS INST
ELEM Credits: 3**

Best Practices in Whole Group Instruction and Assessment addresses pacing of curriculum and lesson implementation, development of content-driven units, and design and use of summative assessments, including attention to grading systems for monitoring academic performance. The course considers intervention and remediation for struggling learners, content advancement for gifted learners, and whole group student engagement and motivation.

Prerequisites: EDUG 330, EDUG 340, EDUG 358, and EDUG 350 with a C or higher and EDUG 392.

**EDUG 421 BST PRAC WHL CLS INST
SEC Credits: 3**

Best Practices in Whole Group Instruction and Assessment addresses pacing of curriculum and lesson implementation, development of content-driven units, and design and use of summative assessments, including attention to grading systems for monitoring academic performance. The course considers intervention and remediation for struggling learners, content advancement for gifted learners, and whole group student engagement and motivation.

Prerequisites: EDUG 393.

**EDUG 430 COLL MGMT IN CLRM
ELEM Credits: 3**

Collaboration and Management in the Classroom explores internal and external influences on student behavior and emphasizes collaborative relationships with colleagues, families, and the community. Course content includes the development of classroom behavior management systems, analysis of school-wide management systems and approaches, organization of classroom and materials, creation of classroom rules and procedures, and exploration of family conferencing and communication strategies.

Prerequisites: EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

**EDUG 431 COLL MGMT IN CLRM
SEC Credits: 3**

Collaboration and Management in the Classroom explores internal and external influences on student behavior and emphasizes collaborative relationships with colleagues, families, and the community. Course content includes the development of classroom behavior management systems, analysis of school-wide management systems and approaches, organization of classroom and materials, creation of classroom rules and procedures, and exploration of family conferencing and communication strategies.

Prerequisites: EDUG 393.

**EDUG 440 STEAM METHODS
ELEM Credits: 3**

STEAM methods is an introduction to the practices, content and skills in the instruction of Science, Technology, Engineering, the Arts, and Math. Through classroom observations and guided practice, candidates will become familiar with the standards, practices, and cross-cutting concepts in each of these content areas and of STEAM as a whole. Candidates will explore how STEAM-based instruction can be integrated across other core content areas.

Prerequisites: EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

EDUG 490 WHOLE CLS OBS ELEM Credits: 4

Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.

Prerequisites: EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

EDUG 491 WHOLE CLS OBS SEC Credits: 4

Minimum of 15 weeks of twice weekly field experience at the public school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.

Prerequisites: EDUG 393.

EDUG 492 ST TEACH ELEM Credits: 10

Minimum of 15 weeks of full-time involvement at the school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.

Prerequisites: EDUG 410, EDUG 420, EDUG 430, EDUG 440 with a C or higher and EDUG 490.

EDUG 493 ST TEACH SEC Credits: 10

Minimum of 15 weeks of full-time involvement at the school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.

Prerequisites: EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, and EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491.

**EDUG 494 ST TEACH SEMINAR
ELEM Credits: 2**

Student Teaching Seminar explores topics impacting the establishment and maintenance of a professional teaching career. Understand the ethical, legal, and procedural issues related to the profession, professional organizations, issues related to education in the media, and other topics to support your ongoing understanding of and involvement in the teaching profession. Reflect and collaborate to solve problems related to practice.

Prerequisites: EDUG 410, EDUG 420, EDUG 430, and EDUG 440 with a C or higher and EDUG 490.

**EDUG 495 ST TEACH SEMINAR
SEC Credits: 2**

Student Teaching Seminar explores topics impacting the establishment and maintenance of a professional teaching career. Understand the ethical, legal, and procedural issues related to the profession, professional organizations, issues related to education in the media, and other topics to support your ongoing understanding of and involvement in the teaching profession. Reflect and collaborate to solve problems related to practice.

Prerequisites: EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491.

English (ENG)

**ENG 101 THEMES IN AMERICAN LIT-
PARADOX Credits: 3**

Introduction to college level writing and critical thinking.

**ENG 199E EXPERIMENTAL
COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

ENG 202 INTRO TO SPEECH Credits: 2

Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

ENG 202H INTRO TO SPEECH - HONORS Credits: 2

Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

ENG 206 INTRO TO THEATRE Credits: 2

Explores the world of the theatre as it stretches from the creation of the script to the opening night performance. Introduces students to the major genres of drama and styles of production. A representative selection of plays is read and discussed. Students will also view several live performances.

ENG 208 ACTING I Credits: 2

Investigates the actor's art and discipline. The development of internal and external skill is stressed. Includes the performance of scenes.

ENG 217 LITERARY JOURNAL I Credit: 1

A practicum in the composition, development, editing, and publication of The Promethean, Concordia University's annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

Prerequisites: WR 121 with a D or higher.

ENG 218 LITERARY JOURNAL II Credit: 1

Continuation of the practicum in the composition, development, editing, and publication of The Promethean, Concordia University's annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

Prerequisites: WR 121 with a D or higher and ENG 217.

ENG 222 BRITISH LITERATURE I Credits: 3

Readings include representative British prose, poetry and drama from the 8th-century Anglo-Latins through the 17th-century Cavalier poets. Special emphases in the course include pre-Norman literature (especially the epic, Beowulf), Arthurian literature, medieval lyric poetry, Chaucer and Elizabethan/Jacobean drama. Some examination of Middle English texts and language will be included.

Prerequisites: WR 121 with a D or higher.

ENG 223 BRITISH LITERATURE II Credits: 3

Readings include representative British prose, poetry and drama from the early 17th-century to the early 21st century. Special emphases in the course include Milton's Paradise Lost, the early English novel (especially Fielding), Romantic poetry, the Victorian novel (especially Dickens), the Aesthetic movement, the War Poets and absurdist theatre.

Prerequisites: WR 121 with a D or higher.

ENG 231 AMERICAN LITERATURE I Credits: 3

A critical and multi-cultural study of major writers and themes in 17th - 19th century American literature. Discusses the role of literature in the creation of our culturally diverse national identity.

Prerequisites: WR 121 with a D or higher.

ENG 232 AMERICAN LITERATURE II Credits: 3

A critical study of major writers of 20th century American literature (e.g., James, Hemingway, Faulkner, Bellow, Morrison). Special attention will be paid to the relationship between cultural/political ideas and literature, including the impact of the world wars, Existentialism, and the role of women and minorities.

Prerequisites: WR 121 with a D or higher.

ENG 299E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

ENG 310 WORLD DRAMA Credits: 3

A study of theatrical literature with emphasis on the theatre as an arena for the rehearsal of cultural arguments. Plays studied will include works representative of the comic, tragic, neoclassical, romantic, Marxist, realist and absurdist traditions by such playwrights as Aristophanes, Euripides, Shakespeare, Racine, Moliere, Ibsen, Shaw, Delaney, Bjorneboe, Brecht and Beckett.

Prerequisites: WR 121 with a D or higher.

ENG 312 INTRO TO POETRY Credits: 3

An introduction to the principles and practice of poetic interpretation and composition. Students will develop critical interpretation and evaluation skills through careful reading and discussion of classical and contemporary examples. May be repeated once for a total of six credits if the topics of each class are unique.

Prerequisites: WR 121 with a D or higher.

ENG 315 THE WORLD NOVEL Credits: 3

A survey of the novel including writers within the world's many literary communities with an emphasis on the novel as a medium for the transmission of personal, communitarian, political, religious, and philosophical values. Study will focus on the place and function of the novel in the literary traditions of and by writers from Germany, Russia, Brazil, Cuba, Nigeria, China, Japan, Israel, and Sri Lanka.

Prerequisites: WR 121 with a D or higher.

ENG 321 SHAKESPEARE Credits: 3

Selected reading in the Shakespearean comedies, tragedies, histories, romances and sonnets. Traditional and contemporary analytical methodologies and interpretive approaches to the canon will be utilized.

Prerequisites: WR 121 with a D or higher.

ENG 337 THE SIXTIES IN ITS OWN WRITE Credits: 3

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counterculture, and the Women's movement.

Prerequisites: WR 121 with a D or higher.

ENG 342 WOMEN'S HISTORY & LITERATURE Credits: 3

A broadly interdisciplinary course (drawing from psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

Prerequisites: WR 121 with a D or higher.

ENG 343 GENDER, RACE & LITERATURE Credits: 3

In this course, we will examine race and gender, and economic class as issues played out and discussed in fiction and nonfiction works from American literature, film and advertising. Although the focal point of the course is on the American experience, students will be exposed to comparative studies involving international contexts. Race, gender, and class pervade our lives in seen and often unseen ways, and our awareness of them increases our capacity for compassion and critical thought. This is a literature based course centered on discussion, research and writing.

Prerequisites: WR 121 with a D or higher.

ENG 348 FILM & LITERATURE Credits: 3

An exploration of the grammar of film, the relationship between film and literature, and the cultural concerns exposed in film.

Prerequisites: WR 121 with a D or higher.

ENG 350 CARIBBEAN & LATIN AM LIT Credits: 3

Study of key themes in novels and short stories written by writers from various countries across the Caribbean and Latin America and how this literature reflects and creates cultural identity. Core themes include race, socio-economic class, gender, sexuality, religion, spirituality, and politics.

Pre-requisites: WR 121 with a D or higher.

ENG 355 AFRICAN LITERATURE Credits: 3

A class exploring contemporary African literature including fiction, film, poetry, drama, and nonfiction.

Prerequisites: WR 121 with a D or higher.

ENG 363 THE EUROPEAN NOVEL Credits: 3

A study of representative European fiction from the 18th to the 21st centuries. Readings will include works by such novelists as Voltaire, Victor Hugo, Gogol, Hesse, Silone, Camus, Sartre, and David Lodge. Special attention will be dedicated to identifying the relationship of these writers to their cultures and analyzing critical responses to their texts.

Prerequisites: WR 121 with a D or higher.

ENG 399E EXPERIMENTAL COURSE-ENGLISH Credits: 3

Experimental course option varies by term. Please see academic department for course description.

ENG 439 LINGUISTICS Credits: 3

Study of general principles of linguistics (phonology, morphology, syntax and semantics). Seen from a historical and socio-linguistics perspective.

Prerequisites: WR 121 with a D or higher.

ENG 462 THE HERO Credits: 3

A study of selected heroes (ancient, modern and contemporary) in order to understand the role of the hero in specific times and place, including especially our own time. Focus provided by Joseph Campbell's idea of the hero's journey. Representative heroes include Odysseus, Aeneas, Dante, King Arthur, Faust, and the hero of Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*.

Prerequisites: WR 121 with a D or higher.

ENG 464 THE GOTHIC NOVEL Credits: 3

An extensive study of the Dark Romantic tradition in British literature with special emphasis devoted to the 19th-century Gothic novel. Readings in the Literature of Terror will include *The Monk* by M.G. Lewis, *Frankenstein* by Mary Shelley, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *Uncle Silas* by Joseph Sheridan Le Fanu, *She* by H. Rider Haggard, *Dracula* by Bram Stoker and *The Sorrows of Satan* by Marie Corelli. Supplementary readings will include Lord Byron's closet drama, *Manfred*, excerpts from Milton's epic poem, *Paradise Lost* and representative works by the Satanic school of Romantic poets. Particular attention will be paid to examining culturally volatile conditions that contributed to the generation of Dark Romantic sensibilities in 19th-century British fiction.

Prerequisites: WR 121 with a D or higher.

ENG 480 RELIGION AND LITERATURE Credits: 2

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' *Narnia*, tragic literature such as Elie Wiesel's *Night*, or comedic literature such as Shakespeare's *As You Like It*.

Pre-requisites: REL 211 or REL 221 with a D or higher.

ENG 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

ENG 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: ENG 482 with a C or higher.

ENG 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: ENG 482 with a C or higher.

ENG 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

ENG 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: ENG 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

ENG 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: ENG 493 with C or higher.

ENG 496 ENGLISH PRACTICUM Credits: 3

Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.

Prerequisites: Senior status as an English major.

ENG 499 INDEPENDENT STUDY Credits: 1-3

Environmental Management (ENV)

ENV 201 RADIATION SAFE OFFICER Credits: 3

The goal of this course is to provide basic technical and practical knowledge to prepare individuals to work in and around nuclear materials. Specific areas of instruction will include basic principles of radiation, radiation shielding, instrumentation to measure radiation (theory and practice), issues associated with possible radiation exposure and monitoring for exposure, radiopharmaceuticals, State and Federal Regulations, handling of radioactive waste and basic emergency procedures. Completion of this course enables graduates to qualify as Radiation Safety Officers in accordance with 10 CFR 33.15b2 and Oregon Administrative Rules.

ENV 311 ENVIRONMENTAL LAW AND ETHICS Credits: 3

An introduction to the history of state and federal laws which apply to environmental/natural resources protection in the United States and discussion of ethical standards for environmental/natural resources professionals. Two or three specific Environmental/Natural Resources Acts will be reviewed. Overlying this legal component of the course is a review of the ethical dilemmas associated with the environment/natural resources.

ENV 401 ENV & NAT'L RESC ECN Credits: 3

This course explores the impact of environmental and natural resource financial and economic factors affecting businesses and their ability to comply with environmental/natural resources regulations. Alternatives-based problem solving is used as tool to arrive at practical solutions to real business issues. Cost-benefit analysis and natural resource valuation are stressed.

ENV 422 RISK ASSESSMENT Credits: 3

This course is designed as a hands-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques.

Prerequisites: MTH 231 with a D or higher.

ENV 461 NEGOTIATIONS Credit: 1

More and more corporations, individuals, and non-profit organizations are becoming involved in situations in which they find themselves having to negotiate with outside parties (e.g., consumer organizations, environmental regulatory agencies, environmental actions groups, etc.). This course introduces the student to the fundamentals of negotiating and how to be an effective negotiator.

ENV 462 CONFLICT MANAGEMENT Credit: 1

As our society becomes more cognizant of potential pollutants and their effect on humans and the environment, the cry by all points of view for active participation in the decision-making process often quickly polarizes the individuals, corporations, or non-profit organizations involved. This can cause both internal and external conflict. Managing this conflict is critically important. This course looks at various methods/theories for managing conflict in the environmental context in an effort to provide a framework for ultimate resolution.

ENV 463 ALTERNATIVE DISPUTE RESOLUTION Credit: 1

Litigation has proven to be a highly costly and ineffective manner for resolving conflicts. Accordingly, a number of alternative procedures to resolve disputes short of litigation have developed. This course reviews some of the procedures (e.g., mini-trial, mediation, arbitration, etc.) and explains their appropriateness and limitations.

ENV 490 ENVIRONMENTAL PRACTICUM Credits: 1-6

An opportunity to apply environmental/natural resources concepts and techniques through work with an organization or company active in the environmental/natural resources management field.

Prerequisites: Program Director Approval.

ENV 491 ENVIRONMENTAL RESOURCE PROJECT Credits: 1-6

This course requires the student to construct a research project that will analyze a sustainability/natural resource/ environment related situation or situations. It will typically involve delineation of the issue(s) to be studied, a detailed factual presentation, significant analysis of the facts in light of pertinent law and policy, and conclusions/recommendation(s).

Exercise and Sports Science (ESS)

ESS 196 INTRO TO ATHLETIC TREATMENT Credit: 1

The primary goal of this field experience is to provide students an opportunity to observe the day-to-day operations of the athletic treatment center. Based on systematic observations of one athlete's injury, treatment, rehabilitation and general observations of the treatment facility, students will be able to evaluate the benefits and limitations of athletic training as a course of study.

ESS 220 STRESS MANAGEMENT Credits: 3

This course is designed to help the student understand the physiological, psychological, and sociological impact of the stress of daily life on the human body. The student will also examine and apply various stress management strategies and coping behaviors.

ESS 240 INTRO TO PREVENTION AND CARE Credits: 2

This course includes legal concerns and reducing liability, developing and following emergency action plans, prevention of sudden cardiac death, sickle cell concerns, concussion management, and exertional heat related illness. For non-ESS majors.

ESS 250 INTRO TO EXERCISE SCIENCE Credits: 2

This course will survey career options in exercise, fitness, health promotions, and sport sciences. Students will study the exciting opportunity to positively impact our society through promoting health and fitness. The student will also examine trends and career potentials related to exercise, fitness, health, and sport sciences.

ESS 260 HLTH/ FITNESS FOR LIFE Credits: 2

The goal of this course is for each student to develop a positive, physically active and healthful lifestyle. Throughout the course, the student will participate in cardiovascular, flexibility, muscular strength and endurance, body composition, and stress testing. Students will use the results of this assessment to develop a personalized wellness plan.

ESS 280 DISEASES Credits: 2

This course will explore the impact of disease on society's and the individual's health and well-being. Students will examine modern concepts of disease: prevention and control of diseases, characteristics of common communicable diseases, chronic disease control, and special chronic diseases.

ESS 287 INTRO HUMAN PERF TRAINING Credits: 2

The goal of this course is to provide students the opportunity to explore the profession of Human Performance Training by observing and leading portions of a training sessions for individuals and groups. This is a practicum-based course where students will accumulate 90 hours of hands-on experience training individuals and/or groups exercising.

Prerequisites: ESS 384 with a C or higher.

ESS 296 BEGINNING ATHLETIC TREATMENT Credits: 2

The major focus of this class is to increase the depth of knowledge and skill base in athletic taping techniques, modality usage, injury rehabilitation, and record keeping procedures. Students will observe game coverage and demonstrate effective time management skills. Furthermore, students will demonstrate a working knowledge of surface anatomy, basic first aid, and be able to complete an injury evaluation form.

Prerequisites: ESS 196 with a C or higher.

ESS 298 COACHING FIELD EXPERIENCE Credits: 1-2

The goal of this course is provide the student with the opportunity to explore careers in coaching youth, high school, or collegiate sports. The student will observe practice and contests, participate in planning or implementing training and skill-based instructional sessions, assist the coach with duties related to the team's organization and management, and develop an understanding of the requirements necessary to be a successful sports coach.

ESS 330 FIRST AID & CPR Credits: 0.5

The student will study and demonstrate proficiency in the skills of CPR and First Aid. Successful completion of the course will certify the student in American Red Cross Adult, Child, and Infant CPR as well as Standard First Aid. This course does not meet the health care provider requirements for the certified nursing assistant program.

ESS 340 PREV/CARE ATHLETIC INJ Credits: 3

This introductory course is intended to provide the student with knowledge and experience in the prevention, care, and rehabilitation of athletic injuries. Through lectures, discussions, projects and practical training room experience students will gain knowledge and confidence in dealing with athletic-related injuries.

Prerequisites: BIO 264 or BIO 364 with a C or higher.

ESS 352 SPORT SKILL ANALYSIS Credits: 3

This course provides a systematic introduction to applied biomechanical principles, teaching cues, progressions, and observation strategies for leisure and team sports typically taught in middle and secondary physical education. Emphasis will be placed on live and video analysis to prepare students for providing specific, contingent, and appropriate skill feedback along with confidence in taking the PRAXIS video analysis exam.

ESS 360 DIVERSITY SPORT AND EXERCISE Credit: 1

An examination of the issues of social responsibility and diversity in sport and exercise. This course explores the stereotypes, misconceptions, and social elements of a changing sports landscape.

ESS 368 MOTOR LEARNING Credits: 3

This course examines neuropsychological aspects of human movement. Emphasis will focus on understanding learning, perception, motivation, memory and other variables affecting motor skill development across the lifespan.

Prerequisites: BIO 101 with a D or higher.

ESS 370 PRINCIPLES OF COACHING Credits: 2

This course is designed to examine the role and function of the youth and interscholastic coach. The student will develop a philosophical basis for working with athletes and learn the essentials of motivation, conditioning, discipline, and communication with players of various ages and sports.

ESS 373 THEORY OF BASEBALL Credit: 1

This course involves a study of the skills, theories, and strategies of baseball. Attention will focus on teaching skills and strategies of different positions in addition to learning rules and philosophies of the game.

Prerequisites: ESS 370 with a C or higher.

ESS 375 THEORY OF SOFTBALL Credit: 1

This course involves a study of the skills, theories, and strategies of fast-pitch. Attention will focus on teaching skills and strategies of different positions in addition to covering rules and philosophies of the game.

Prerequisites: ESS 370 with a C or higher.

ESS 378 HIGH PERFORMANCE TRAINING Credits: 2

This course will survey the fundamental techniques of resistance training applied to development of muscular fitness. In addition, students will understand basic training principles and demonstrate correct techniques and teaching progressions for a wide variety of training exercises. Students will identify the corresponding muscles used in exercises and be able to apply assessment information into training programs for athletes of different ages and abilities.

Prerequisites: ESS 250 and ESS 260 and ESS 368 with a C or higher.

ESS 384 FOUNDATIONS OF MOVEMENT Credits: 4

Understanding human motor development and learning across the lifespan will enable students to demonstrate dynamic warm-up activities, basic core strength exercises, and body-weight and balance exercises while applying motor learning and teaching principles from current research.

Prerequisites: ESS 250 with a C or higher.

ESS 387 ADV HUMAN PERF TRAINING Credits: 3

The goal of this course is to provide students the opportunity explore the depths of Human Performance Training by leading, teaching, and monitoring entire training sessions for individuals and groups. This is a practicum-based course where students will accumulate 135 hours of hands-on experience training individuals and/or groups exercising.

Prerequisites: ESS 287 and ESS 432 with a C or higher.

ESS 396 INTERMEDIATE ATHL TREATMENT Credits: 3

Students in this course will provide care for a high risk sport and continue to increase expertise in taping modules and usage of modalities. Students will develop time management skills and be able to do injury evaluations and suggest rehabilitation options for athletes.

Prerequisites: ESS 296 with a C or higher.

ESS 397 COACHING FIELD EXPERIENCE Credit: 1

The goal of this course is provide the student with the opportunity to explore careers in coaching youth, high school, or collegiate sports. The student will observe practice and contests, participate in planning or implementing training and skill-based instructional sessions, assist the coach with duties related to the team's organization and management, and develop an understanding of the requirements necessary to be a successful sports coach.

Prerequisites: ESS 240, ESS 352, and ESS 370 with a C or higher.

ESS 422 PSYCH OF SPORT & PHYS ACTVTY Credits: 3

This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity, and how participation in sport and physical activity affect the psychological well-being of the individual.

Prerequisite: PSY 201 with a D or higher.

ESS 432 MEASURE/EVAL IN ESS Credits: 3

This course provides an introduction to the basic statistical techniques essential to measurement and evaluation in exercise, fitness, and sport sciences. Included are practice experiences in testing functional movement, health-related fitness, skill-related fitness, affective and psychological variables. Experience in reading, synthesizing, and reporting current exercise research will also be gained in this course.

Prerequisites: ESS 260 with a D or higher and MTH 231 with a C or higher.

**ESS 444 ADV ATHLETIC INJURY
MGMT Credits: 3**

This course is an in depth study of injuries that result from participation from sport or physical activity. Emphasis will be on injury recognition, evaluation, and basic therapeutic interventions. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, Pre-Physician Assistant and Pre-Medical students.

Prerequisites: BIO 265 or BIO 365 with a C or higher or instructor approval; recommended completion of ESS 196, ESS 296, and ESS 340.

**ESS 452 PA & SPORT FOR SPECIAL
POP Credits: 3**

This course will provide an overview of legal and educational issues related to individuals with disabilities. Students will observe and participate in activities designed to include individuals with disabilities in sport and physical activity. As a result, students will recognize that individuals are entitled to and benefit from participation in physical activity programs.

Prerequisites: BIO 264 or BIO 364 with a C or higher and PSY 201 with a D or higher.

ESS 462 NUTRITION Credits: 3

Upon successful completion of this course, students will understand the relationship of food, its nutrients, and other components of a healthy diet. Students will also learn how to obtain and evaluate current, authoritative information regarding nutrition. Furthermore, students will gain critical thinking skills valuable for assessing the nutritional habits, consumer decisions, and nutritional behaviors of their patients.

**ESS 464 NUTRITION FOR EXER & HUM
PERF Credits: 3**

This course will focus on the study of the body and how it uses the basic nutrients, the impact of the nutrients and foods on a person's health in the prevention of disease, and how nutrition can impact maximum efficiency. Particular attention will be on how cultural and psychosocial factors influence food choices, as well as how food choice impacts health, exercise, fitness, and sport performance.

Prerequisites: ESS 260 with a D or higher and BIO 264 or BIO 364 with a C or higher.

ESS 472 KINESIOLOGY Credits: 3

This course involves the study of human movement from an anatomical and mechanical perspective. Through development of a specific skill analysis project, students will gain an in-depth understanding about how and why our joints move as they do.

Prerequisites: BIO 264 with a C or higher
Corequisites: ESS 472L.

ESS 472L KINESIOLOGY LAB Credits: 0**ESS 474 KINESIOLOGY Credits: 4**

Through lecture and lab experiences students will learn the mechanical and anatomical aspects of human movement and apply this information to various sports and exercises while determining appropriateness of performance technique.

Prerequisites: BIO 264 or BIO 365 and ESS 384 with a C or higher

Corequisites: ESS 474L.

ESS 474L KINESIOLOGY LAB Credits: 0**ESS 482 EXER PRESCRIPTION/
PROGRAMMING Credits: 3**

This course will focus on the interpretation of fitness assessment data and the developing of programs for a variety of clients or teams. Students will develop experience and confidence in creating personal fitness prescriptions and programs based on results of fitness testing and other relevant information.

Prerequisites: BIO 264 and ESS 432 with a C or higher.

**ESS 484 EXERCISE PHYSIOLOGY Credits:
4**

Through lecture and lab experiences students will gain the knowledge of theoretical and applied aspects of exercise physiology and an in-depth understanding of how the body responds when exposed to acute and chronic bouts of exercise.

Prerequisites: BIO 265 or BIO 365 and ESS 384 with a C or higher

Corequisites: ESS 484L.

**ESS 484L EXERCISE
PHYSIOLOGY Credits: 0****ESS 487 CSCS PREP Credits: 2**

The goal of this course is to adequately prepare students to sit and succeed in the primary certification for human performance training. It is expected that the student register for the certification towards the end of the semester, with this course going through the details of the exam as preparation.

Prerequisites: ESS 340, ESS 422, ESS 464, ESS 474, ESS 484 with a C or higher and ESS 387

Corequisites: ESS 494.

**ESS 491 PROFESSIONAL
PREPARATION Credit: 1**

Students will participate in systematic preparation for their internship and engage critical thinking and evaluation of their career goals. Identification of an internship site and confirming a site supervisor are expected outcomes of this class.

Prerequisites: Junior Standing.

**ESS 492L EXERCISE PHYSIOLOGY
LAB Credits: 0****ESS 493 RESEARCH METHODS IN
ESS Credits: 2**

Students will conduct and write a review of literature, formulate a research question, and develop a research design. Students will become a critical consumer of new information and emerging trends while developing skills in designing research that translates to evidence-based practices in exercise and sport science.

Prerequisites: ESS 250 and ESS 432 with a C or higher.

**ESS 494 EXERCISE PRESC &
PROGRMG Credits: 4**

Students will interpret fitness assessment data and then develop programs for a variety of clients or individuals or teams. Students will gain experience and confidence in creating personal fitness prescriptions and programs based on results of fitness testing and other relevant information.

Prerequisites: ESS 432, ESS 474, ESS 484 with a C or higher.

**ESS 495 ESS RESEARCH
PROJECT Credits: 1-3**

This capstone course will enable the student to synthesize their knowledge and develop skills that will enable them to be successful in future employment or in their chosen area of graduate study. Through synthesis and presentation of a current research project, the student will show competence and confidence necessary to be an effective contributor in the fitness industry.

Prerequisites: ESS 484, 493, and ESS 494 with a C or higher.

**ESS 496 ADVANCED ATHLETIC
TREATMENT Credits: 4**

In this course, student trainers will provide care for one specific sport throughout their entire season and continue to increase expertise in taping modules and usage of modalities. Students will also develop skills in dealing with acute injury situations and developing rationale to deal with these challenges. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, and Pre-Medical students.

Prerequisites: ESS 340 and ESS 396 with a C or higher and ESS Department Chair approval.

ESS 497 ESS PRE-INTERNSHIP SEMINAR Credit: 1

The goal of this course is to prepare the Exercise and Sport Science (ESS) major to be successful in their internship experience. In addition to an orientation to the expectations for the internship experience, students will examine their career goals, develop and refine their resume and cover letter, practice interviewing techniques, review ethical scenarios, evaluate their skills and values, and identify the internship setting where they will best accomplish these goals.

ESS 498 INTERNSHIP Credits: 1-6

This course connects the ESS major with practical, relevant and challenging real-world experiences in the fitness industry. Throughout this experience Concordia students apply the knowledge they gained through technical, laboratory, and theoretical classes. The internship experience leads to connection with professionals in fitness clubs and sports labs; these networking opportunities shape and lead our students to employment after graduation.

Prerequisites: ESS 491.

Geography (GEO)

GEO 110 INTRO TO CULTURAL GEOG Credits: 2

An introduction to cultural geography. Language, religion, government, population trends; tribal, traditional and industrial societies facing challenges of economic, social and environmental sustainability around the world.

Geology (GLG)

GLG 101 INTRO TO GEOLOGY Credits: 3

An introduction to geology through the study of the basic forces of geological change, the structures of geological phenomena, and study of specimens of rocks and minerals.

Corequisites: GLG 101L.

GLG 101L INTRO TO GEOLOGY LAB Credits: 0**GLG 471 HYDROGEOLOGY Credits: 3**

Study of the physical and chemical properties of water and its interaction with the mineral component of the earth's surface. Includes discussions of aquifers, sedimentation, and geomorphic forces of water.

Prerequisites: GLG 101 with a D or higher

Corequisites: GLG 471L.

GLG 471L HYDROGEOLOGY LAB Credits: 0

German (GER)

GER 101 ELEMENTARY GERMAN I Credits: 3

A study of the fundamental skills of listening comprehension, speech, reading, and writing of the German language, and an acquaintance with the customs and culture of German-speaking countries.

GER 102 ELEMENTARY GERMAN II Credits: 3

Extension of the development of skills begun in GER 101 with more emphasis on reading and grammar. Beginning of written composition.

Prerequisites: GER 101 with a D or higher.

GER 201 ADVANCED GERMAN Credits: 3

A study of the intermediate skills of listening comprehension, speaking, reading, and writing of the German language; and an acquaintance with the literature of contemporary Germany; oral and written composition.

Prerequisites: GER 102 with a D or higher.

Global Studies (GS)

GS 201 OUR GLOBAL WORLD Credits: 3

Introductory class to the Global Studies program that serves as a backdrop to many of the global challenges and opportunities present in the 21st century.

GS 301 GLBL POLITICS, CLTRL ID, COMMRC Credits: 3

Introduction to two primary themes within a globalized world: global political affairs and cultural identity, and global commerce, economics, and resource sustainability.

Prerequisites: GS 201 with a C or higher.

GS 302 GLOBAL HUMAN ISSUES Credits: 3

Introduction to two primary themes within a globalized world: human rights and social justice, and global public health and education.

Prerequisites: GS 201 with a C or higher.

GS 303 GLOBAL CHALLENGES & SOLUTIONS Credits: 3

Introduction to contemporary global challenges and solutions that are currently in the news.

Prerequisites: GS 201 with a C or higher.

GS 304 INTERCULTURAL ENGAGEMENT Credits: 3

Introduction to the opportunities and challenges of living and studying internationally with an emphasis on intercultural communication and building intercultural competence.

Prerequisites: GS 201 with a C or higher;

Course must be taken prior to any study abroad experience connected to the Global Studies program.

GS 460 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: REL 371 with a D or higher.

GS 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

GS 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: GS 482 with a C or higher.

GS 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: GS 482 with a C or higher.

GS 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division standing as a Global Studies major and Division Chair approval.

GS 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: GS 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

GS 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: GS 493 with a C or higher.

Greek (GRK)

GRK 201 ELEMENTARY GREEK I Credits: 5

The purpose of this course is to offer an introduction to the basics of Classical Greek pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical and Koine Greek with speed and proficiency. It is first part of a two course sequence.

GRK 202 ELEMENTARY GREEK II Credits: 4

The purpose of this course is to offer a continuation of the introduction to the basics of Classical Greek pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical and Koine Greek with speed and proficiency. It is the second part of a two course sequence.

Prerequisites: GRK 201 with a C or higher.

GRK 401 CLASSICAL GREEK READINGS Credits: 3

This course is an advanced Greek translation course based on various classical Greek sources. Students will gain an increasing mastery over classical Greek syntax and vocabulary by reading selections from Aesop's Fables, Theophrastus, Herodotus, and Plato. Students will review Greek forms, syntax, grammar, and master the most important principal parts of Greek verbs and begin to read continuous passages of classical Greek with speed and proficiency. In addition, students will also gain an appreciation for four classical authors who offer a window into the world of the ancient Greeks.

Prerequisites: GRK 202 with a C or higher.

GRK 402 BIBLICAL GREEK READINGS Credits: 3

This course is an advanced Greek translation course based on the canonical gospels, the Pauline epistles, Hebrews, Revelation, and other early Christian literature. Students will gain an appreciation of the differences between Classical and Biblical Greek (koine) syntax, master the principal parts of Greek verbs, learn the basic vocabulary commonly found in the New Testament, and begin to read continuous passages of koine Greek with speed and proficiency. Students will learn to use the critical apparatus of the Nestle-Aland edition of the Novum Testamentum Graece. Students will also gain an appreciation for the gospel, epistolary, and apocalyptic genres utilized by early Christians and the distinctive theology presented these representative works.

Prerequisites: GRK 401 with a C or higher.

GRK 499 EXPERIMENTAL COURSE Credits: 1-3

Health and Human Services (HHS)

HHS 451 HLTH & HUMAN SERVICES SEMINAR Credit: 1

Current advanced health and human service topics in a workshop format. Topics will be announced by program director.

Health Care Administration (HCA)

HCA 301 THE NATION'S HEALTH Credits: 3

This course is a broad survey of the U.S. health care system-the 30,000 foot view. The course explores the organization and operations of the U.S. health care system from various perspectives including systems, policy, operations, and critical issues. Specific attention is given to system organization, finances and cost, quality, management, and access.

HCA 321 LDRSHIP AND BEHVR IN HC Credits: 3

This course explores the complex world of healthcare management and leadership from the perspective of day-to-day operations in multifaceted health care organizations during a time of restructuring and reform. This course looks at management and leadership as a continually evolving art and science and provides a broad overview of the general principles of management and leadership. Management functions, management skills, and personal interaction skills are examined from both theoretical and case study viewpoints.

HCA 331 HEALTHCARE REIMBURSEMENT Credits: 3

This course examines the origin and evolution of the healthcare reimbursement system including managed care and emerging reimbursement models such as value-based purchasing. Content includes the overall managed care system, structural models, and newly emerging models such as ACOs and CCOs. Other topics addressed include administrative and governance activities, reimbursement methodologies, government regulation, and accreditation requirements.

HCA 341 STRATEGIC PLAN & MARKET Credits: 3

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the organization. Both the organizational and marketing planning cycles will be identified and the steps in developing and implementing strategic plans at both levels will be examined.

HCA 351 QUALITY ASSESS & IMPROV Credits: 3

This course is an overview of quality systems and quality management processes as applied in the health care environment. The course reviews the evolution of quality systems in health care including key quality movements, examines the quality improvement process. Also discussed are organizational applications of quality methods and the relationship of quality and quality management to cost and value.

HCA 356 ISSUES IN LTC Credit: 1

This course is an overview of the long term care system discussing aging demographics, definitions of levels of care, and the changing face of residents in long term care facilities. Legislation and programs related to legislation with direct impact on an aging society will also be discussed.

Corequisites: HCA 301, HCA 321, HCA 411, and HCA 431.

HCA 361 HEALTHCARE ECONOMICS Credits: 3

This course is a general introduction to health care economics, focusing on the unique aspects of healthcare economics that differ from economics in general. Key topics covered include macro and micro economic principles, economic policy issues, and government involvement in health care economics.

HCA 364 BASIC HC ACCOUNTING Credits: 3

This course is a general introduction to health care accounting focusing on the unique aspects of healthcare accounting within the overall scope of general accounting. Specific attention is given to basic accounting principles, the organization of accounts, financial statements, ratio and other critical computations, time value of money, and regulations affecting healthcare accounting.

HCA 370 WORKFORCE MANAGEMENT Credits: 3

This course explores health care human resource principles, structure, and laws from the perspective of day-to-day operations in complex, multifaceted health care organizations. Effective HR management requires an understanding of multiple disciplines, functions, and viewpoints including, but not limited to, communication, operating systems, human behavior, and human motivation.

HCA 411 HC ETHICS AND LAW Credits: 3

This course discusses, explains, and uses ethical concepts and identifies how to work within an ethical framework in healthcare organizations in both business and clinical areas including using definitions and ethical constructs. The course identifies the requirements for applied business ethics, and clinical ethics decision making related to contemporary healthcare ethical issues.

Prerequisites: HCA 301 with a C or higher.

HCA 412 LAW & ETHICS GERIATRICS Credit: 1

This course explores the legal and ethical aspects of the delivery of health and social services to the elderly. It will emphasize the legal, ethical, and moral background for decision making in such areas as paternalism, competency, equal distribution of resources, and end-of-life issues.

Prerequisites: HCA 301 with a C or higher.

HCA 413 DATA ANALYTICS IN HEALTHCARE Credits: 3

The future of healthcare requires the analysis of data to drive care and process improvement initiatives within an organization. This course will explore data collection, data retrieval, and data analysis as the foundation for data-informed decision making throughout the healthcare industry.

HCA 414 POPULATION HEALTH Credits: 3

This course explores the relationship of public health and the management of disease in populations from the perspective of healthcare management including the role of management in disease prevention, management of epidemics, emergency preparedness, and disaster response.

HCA 415 PROJECT MANAGEMENT IN HC Credits: 3

As healthcare continues to grow the focus on cost containment and quality improvement drives the need for project management at every level. This course will explore the current models in project management and the application of these models to healthcare improvement initiatives.

HCA 421 HLTHCARE FINANCE AND ACCTG Credits: 3

This course explores the basic foundations of health care finance and gives the student a basic understanding of health care finance as it relates to health care management. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

HCA 422 LEAN SIX SIGMA IN HEALTHCARE Credits: 3

This course examines the use of LEAN Six Sigma in health care organizations including the application of LEAN Six Sigma analysis and tools to strategic management of the organization, systems improvement, planning, and financial management.

HCA 425 HC OPERATIONS MANAGEMENT Credits: 3

This course focuses on managing critical projects and systems in healthcare organizations. Special attention is given to project management, systems analysis, planning and developing projects, and materials management/supply chain management.

HCA 431 REGULATORY COMPLIANCE Credits: 3

This course explores the origin of government and policy making in the United States and then applies that knowledge to the development of health policy over time and current and future trends in health policy. The course also explores the theoretical framework of health policy issues.

Prerequisites: HCA 301 with a C or higher.

HCA 450 PARISH NURSING I Credit: 1

This course examines components necessary for developing an effective parish nursing practice. It is designed to provide experienced RNs with an overview of practice issues and approaches to individuals and groups within a faith community. Strategies for management and promotion of wellness emphasize the interrelationship of spiritual, emotional, and physical health.

HCA 452 BEHAVIOR IN HC ORGANIZATIONS Credits: 3

This course examines organizations from a behavioral perspective and identifies management skills and activities that improve organizational behavior and activities including perceptions and attitudes, diversity, communication, motivation, conflict management, negotiation models, group/team dynamics, and change management.

HCA 457 MANAGERIAL EPIDEMIOLOGY Credit: 1

This course explores the relationship of public health and the management of disease in populations from the perspective of healthcare management including the role of management in disease prevention, management of epidemics, emergency preparedness, and disaster response.

Prerequisites: HCA 370, HCA 351, HCA 422, and HCA 425 with a C or higher

Corequisites: HCA 452, HCA 341, HCA 475, and HCA 491.

HCA 475 INNOV IN HLTH INFORMATICS Credits: 3

This course examines the development and management of healthcare information systems as they relate to patient care needs and healthcare policy requirements. The focus of the course is on current healthcare information systems and the development of healthcare information systems in the future. Financing, patient care, quality, and organizational management of healthcare information systems are discussed and analyzed.

HCA 481 ISSUES IN WORKING WITH ELDERLY Credits: 3

This course provides a basic understanding of biopsychosocial issues prevalent when working with older adults, as well as related policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

Prerequisites: HCA 301 with a C or higher.

HCA 482 SYSTEMS LONG TERM CARE Credit: 1

This course explores the multi-disciplinary nature of long-term care and its blend of health and human services. This continuum of care will be discussed from management and systems perspectives in order to provide guidelines for administration.

Prerequisites: HCA 301 with a C or higher.

HCA 491 HC INTERNSHIP Credits: 1-9

This course is the final and capstone course in which the student synthesizes concepts learned throughout the program in a 120-hour administrative-focused project within a health care facility guided by a management-level mentor within the facility.

Prerequisites: Senior status.

Hebrew (HEB)

HEB 301 ELEMENTARY HEBREW I Credits: 4

The purpose of this course is to offer an introduction to the basics of classical Biblical Hebrew pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages from the Biblia Hebraica Stuttgartensia, the critical text of the Hebrew Bible, with speed and proficiency. It is first part of a two course sequence.

HEB 302 ELEMENTARY HEBREW II Credits: 4

The purpose of this course is to offer a continuation of the introduction to the basics of classical Biblical Hebrew pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages from the Biblia Hebraica Stuttgartensia, the critical text of the Hebrew Bible, with speed and proficiency. It is the second part of a two course sequence.

Prerequisites: HEB 301 with a C or higher.

HEB 399E EXPERIMENTAL COURSE-HEBREW Credit: 1

Course topic varies by term. See Religion Department for course description.

History (HST)

HST 201 INTRO TO AMERICAN GOVT Credits: 3

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

HST 202 EUROPE IN TRANSITION 1300-1789 Credits: 3

This course is an introduction to the major political, economic, religious and cultural events, and issues from the late Middle Ages to the French Revolution. Concentrated attention is given to the waning of the Middle Ages, the Renaissance, Reformation, the Thirty Years War, Scientific Revolution, Louis XIV, and the Enlightenment.

HST 203 EUROPE SINCE 1789 Credits: 3

This course surveys the history of Europe from the French Revolution to the present. The main emphasis will be on comprehending the causes of long-term historical change, identifying continuities and discontinuities in the historical process, understanding the experience of ordinary people in past times, and perceiving how past events have helped shape the world in which we live today. Though we will take a roughly chronological approach, many subjects will overlap along the historical timeline. In addition to being a primer on the contours of European history during this period, this course is intended to introduce students to the work of all scholars in the human sciences, i.e., reading and analyzing documents from the culture under study. For the historian, this is his/her most important task, since history is less a mass of facts than it is historians' collective interpretation of surviving documents and artifacts. This course is also designed to improve your ability to write about and discuss the facts and documents to which you have been introduced.

HST 215 AMERICAN CIV I Credits: 3

This course provides a survey of American civilization from pre-Columbus era through the Civil War. The class focuses on the forces which shaped the political, economic, social and cultural history of the American colonies and the United States during these centuries. There will be a particular emphasis on the New World as a meeting place of different cultures, race, religions and ethnic backgrounds. How all of these multitudes of people have contributed to the creation of a uniquely American nation and society is one of the key issues and questions which will drive this course.

HST 216 AMERICAN CIV II Credits: 3

This course provides a survey of American civilization from the Reconstruction period to the present. The goal and focus of the class is to trace the key developments in American history over the last 150 years in order to gain a deeper understanding of the present-day United States. For the same reason, the class will be purposefully interdisciplinary and will combine an historical approach with the study of literature as well as films.

HST 288 DEPARTMENTAL SEMINAR Credit: 1

Seminars in subjects relating to the field of literary study.

HST 299E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

HST 311 ART HISTORY I Credits: 2

Art History I studies the history and culture of world civilizations from Pre-History to the Late Medieval era in Italy. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

HST 313 ART HISTORY II Credits: 2

Art History II studies the history and culture of world civilizations from the Late Medieval era in Italy to Contemporary art movements today. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

HST 331 MEDIA & CULT IN AMERICA Credits: 3

This course will provide students with an overview of the development of our media society and discuss some of the effects media had and has on our lives. It will cover the origins of the respective media (advertising, film, television, etc.) and analyze their interaction with the political, social, and economic changes of 20th century America. In the latter part of the course, the focus will shift on the most important current media debates and controversies in connection with journalism and media concentration, news as infotainment, sex and violence in the media, the ongoing gender and racial stereotypes perpetuated by the media, advertising, as well as the rise and impact of the new media.

HST 332 RACE & ETHNIC IN AM CUL Credits: 3

This course combines a thematic and chronological approach in surveying the race relations in the United States from the post-Civil War period to the present day. While far from comprehensive, it highlights some of the pivotal events and developments over the past 150 years. It is meant as an introductory course to some of the central and recurring themes and issues in terms of racial relations. Its focus is on three minorities in particular: African Americans, Asian Americans, and Latino/Latina Americans.

HST 335 HISTORY & CULTURE OF INDIA Credits: 3

The course will present the long history and varied culture of the land of India. The lasting influences of the great empires that covered the land and the major religions that continue to live in the land will be discussed, with special reference to the pervasive influence of the ancient Hindu traditions. Speakers, excursions, and videos will be featured in the course.

HST 336 UNITED STATES SINCE 1945 Credits: 3

An exploration of the major political economic and cultural transformations of the United States in the second half of the 20th century. Among others, this course will examine the impact of the Cold War and the new role of the United States in the world, the political realignments of the postwar era and the social and political upheavals of the 1960s, 1970s and 1980s. Finally, this course will explore the reasons for the increased political polarization and the changed role of the United States in world affairs over the past 30 years.

HST 337 THE SIXTIES IN ITS OWN WRITE Credits: 3

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counter-culture, and the Women's movement.

Prerequisites: WR 121 with a D or higher.

HST 342 WOMEN'S HISTORY & LITERATURE Credits: 3

A broadly interdisciplinary course (drawing from literature, psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

Prerequisites: WR 121 with a D or higher.

HST 347 MODERN GERMANY Credits: 3

An overview of Germany in the 20th Century. It examines the First World War, the Weimar Republic, the Nazi Era, East and West Germany, and finally, reunification.

HST 348 MODERN RUSSIA Credits: 3

This course focuses on the development of Russian politics, society, economics, and international relations between 1905 and the present. Emphases include the 1917 Bolshevik Revolution, the Terror Famine and the Great Terror, the Second World War, the Cold War, the final collapse of the Soviet Union, and contemporary issues in Russian society.

HST 349 RENAISSANCE & REFORMATION Credits: 3

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

Pre-requisites: REL 211 or REL 221 with a D or higher.

HST 351 RELIGION IN AMER LIFE Credits: 3

Explore the fascinating topic of the role of Religion in shaping the life of Americans. As a nation that has been influenced predominantly by Christianity since its very beginning, we'll ask about what has changed in the last few centuries. What makes us the kind of religious people we are today? With a focus on the role of religion in our society, especially from a Christian perspective, we'll see that much has changed. Is this for good or for ill? What caused the changes? How does American Religion affect our everyday lives even if we don't consider ourselves religious? We will explore these and many more questions.

HST 352 CH HST I: EARLY CHURCH TO REF Credits: 3

This course provides the student with a basic understanding of the history of the Christian Church in its early formative years until the Reformation period. The course covers the intellectual, artistic, liturgical, organizations, devotional and mission activities of the church, utilizing primary source materials. Emphasis is given to inspiring figures of the era and the challenge they bring also to our contemporary church work.

HST 353 CH HIST II: REFORM TO TODAY Credits: 3

This course explores the history of the Christian Church from era of the Reformation through the present, with special attention paid to broad movements which continue to impact the religious scene in much of the world, but especially in North America. Extensive readings in original documents will facilitate an ability to grasp the thought and importance of various figures as well as build critical thinking skills associated with the study of History.

HST 355 HISTORY OF THE MIDDLE EAST Credits: 3

The Middle East ranks as one of the most troubled regions of the globe politically, economically and culturally. The Israeli-Palestinian conflict, the resurgence of a militant Islam and the other ongoing conflicts throughout the region have given the Middle East a reputation as a powder keg. This course will attempt to account for the instability of the region, which already began in the early 20th century. It will examine the vacuum left by the decline and collapse of the Ottoman Empire, the attempt of Western powers to fill this vacuum, the emergence of quasi-secular nationalism and, finally, the explosive growth of militant Islam.

HST 360 THE HOLOCAUST Credits: 3

This class examines the Nazi German program of mass killings that has come to be known as the Holocaust. It explores the ideas, decisions, and actions that culminated in the murder of an estimated hundred thousand people deemed disabled, perhaps half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor the war itself will all be considered. It will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers.

HST 361 20TH CENTURY DICTATORSHIPS Credits: 3

An examination of Maoist China, Nazi Germany, and Stalinist Russia. Themes will include economics, propaganda, terror, genocide, the role of women, religion, art, music, and cinema.

HST 364 MODERN ASIA Credits: 3

This course explores the political, social, economic and military development of modern Asia from the early nineteenth century to the present. An emphasis on relations between Asian nations themselves and with the outside world will be paramount, with particular focus placed on the emergence of China, Japan, Korea, and Taiwan.

HST 365 INTRO TO INTL RELATIONS Credits: 3

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

HST 388 CLASSICAL GREECE AND ROME TOUR Credits: 0

Visit ancient Greek, Roman, and early Christian locales in Greece, Turkey and/or Italy. Details vary by year. Tour is offered every other year. Enrollment in REL 389 or HST 389 is optional.

HST 389 CLASSICAL GREECE AND ROME Credits: 3

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-states (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

HST 399E EXPERIMENTAL COURSE-HISTORY Credits: 3

Experimental course option varies by term. Please see academic department for course description.

HST 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

HST 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: HST 482 with a C or higher.

HST 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: HST 482 with a C or higher.

HST 488 DEPARTMENTAL SEMINAR Credit: 1

Seminars in subjects relating to the field of literary study.

HST 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

HST 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: HST 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

HST 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: HST 493 with a C or higher.

Homeland Security & Emergency Management (HSEM)

HSEM 301 INTRO HOMELAND SECURITY Credits: 3

This course provides an initial exposure to national security studies and is designed to provide a basic understanding of this topic to those pursuing a major as well as those with an interest in this field of study. Students will explore the definition of homeland security, identify the stakeholders and current issues, explore its relevance in today's society, and explore what may be emerging under the national security umbrella. Homeland Security has become part of the American lexicon, and students in this class will give the discipline an academic scrutiny.

HSEM 310 INTEREST INTEGRATION Credits: 3

One of the most important skills for the future emergency preparedness or national security practitioner is the ability to facilitate the successful integration of stakeholders from disparate groups. As with any complex issue, emergency management and homeland security have a wide variety of interested parties, and their respective agendas may be at odds. This course will explore various interest groups and their agendas, and provide the student with practical methods to coalesce these groups for the benefit of local, regional and national security.

HSEM 315 RISK/ANALYSIS/IMPACT Credits: 3

This course gives the student an opportunity to study how risk is determined, and what value this information has for the homeland security practitioner. Students will explore how assessments are conducted, and how data is processed into a picture useful to the preparation, prevention and response to a disaster. Once a risk picture exists, security leaders can decide what to protect, and the impact of the loss of a particular asset. This process is a key element of Critical Infrastructure Protection.

Prerequisites: HSEM 301 with a C or higher.

HSEM 330 PSYCH OF TERRORISM Credits: 3

This course emphasizes the study of the psychology of terrorism, and reviews those conditions that foster terrorism and suicide bombers as well as the psychological impact of terrorism on our local, national, and international communities. Candidates will study the social aspects of terrorism, and how its use fits into the political spectrum of existing and emerging countries. Radical terrorist groups will be investigated from a cultural, religious and philosophical perspective.

HSEM 332 ROOTS OF TERRORISM Credits: 3

This course includes the study of terrorism as the impetus for the development of Homeland Security as a discipline and industry. It will define and address those conditions that foster domestic terrorism, as well as study the psychological impact of terrorism on our nation's communities. Further, it will address the social aspects of terrorism, and how terrorism works into the political spectrum and can thus impact domestic policy. A number of domestic terrorist groups will be investigated including left wing and right wing groups, as well as single purpose entities such as environmental or radical antiabortion groups. Students will consider counter-radicalization, the media campaign, counter-terrorism, and the exploration of the human terrain initiative.

Prerequisites: HSEM 301 with a C or higher.

HSEM 335 CYBER SECURITY Credits: 3

This course will study security in the virtual world. Course work will study the threat, as well as policy issues that thrust cyber activity into the criminal realm, or the realm of international conflict and the rules of war. Threat analysis will include some types of threat, theft of intellectual property, and infrastructure disruption.

HSEM 360 EMERG PREPAREDNESS Credits: 3

This course explores the roles, duties and responsibilities of Emergency Management (EM) on the local, state, federal and private levels as well as the duties and responsibilities of each. The course will also explore how EM differs from other security functions through its involvement with crisis management: decisions made with limited data, new or non-customary relationships, changing scale of responsibilities, and an evolving role of private industry and citizens. Students will also gain an exposure to the Incident Command System.

HSEM 365 VOLUNTEERS, DONORS & HUM AID Credits: 3

This course explores the complexities of coordinating the unmet needs and immense anxiety of disaster survivors, with the structure and rigor of government public safety agencies and the capabilities of both organized and unaffiliated volunteers. Students will study the structure and goals of Volunteer Organizations Active during Disasters (VOADs) and spontaneous digital technology communities, active across the world. This course also examines the interface between international humanitarian aid efforts and federal coordinating agencies.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 390 TECHNOLOGY FOR HSEM Credits: 3

Government agencies in today's fast-paced Information Age are more dependent than ever on technology to ensure a common operating picture and effective information sharing among partners. This course provides students a broad overview of homeland security technologies, information systems, surveillance technology, communications systems, and emerging and disruptive technologies. Students will examine the maturity of technologies along the adoption spectrum and develop and apply requirements for influencing future capabilities. This course focuses on technology as a tool to support homeland security and emergency management personnel regardless of functional specialty.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 395 SPECIAL TOPICS**HSEM Credits: 3**

Topics will be announced by program director.

Prerequisites: HSEM 301 with a C or higher.

HSEM 401 MORAL DESCN MKG, POLCS, CIV RGHT Credits: 3

This course examines the cross-sections of ideologies that influence morals, government roles and policies to keep order, and the civil rights of Americans. The American population fosters an array of opinions and attitudes about homeland security, government laws designed to protect lives, the policies and statutes of government agencies, and the conflicts that can arise impacting civil rights and liberties. Students in this course will analyze and engage in discourse to explore and gain an understanding of the overlap and dichotomies between the policy decisions of government officials and civilian values and morals.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 406 CHAR ETHICS OF LEADERSHIP Credits: 3

Candidates will explore contemporary models of security leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and, perhaps most importantly, of serving others.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 415 STRAT PLANNING & BUDGETING Credits: 3

All national security efforts should flow from the National Strategy for Homeland Security since it is this document which drives all subsequent levels to include state, local and business strategies for local and national security. This course explores national strategy development, the existing strategies for homeland security, and provides students with a detailed overview of how these strategies flow into resourcing and budgeting.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 440 CRITCL INFRASTRUCTURE PROTCN Credits: 3

Protecting our nation's critical infrastructure requires a multilayered security and emergency management approach. Students in this course will explore security threats to infrastructure ranging from low-level offenses such as vandalism and theft, to acts of sabotage, denial of service, and terrorism. Critical infrastructure systems are also vulnerable to the effects of natural disasters. As a result, the ability to respond and quickly restore interruptions in service is constantly tested through emergencies and natural disasters such as flooding, wind and ice storms, earthquakes and hurricanes. This course examines the need to manage aging infrastructure, strengthen resiliency, and protect against intentional attacks.

Prerequisites: HSEM 315 with a C or higher.

HSEM 450 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: HSEM 332 with a C or higher.

HSEM 454 INTEL COMMUNITY Credits: 3

Quality Intelligence provides the homeland security leader on any level with timely analysis of relevant information. The challenge with this intelligence is to guarantee it is collected and utilized within legal guidelines and still provide appropriate assistance from the best sources possible. This course introduces the student to the intelligence community, the intelligence process, the legal and ethical conduct expected and required in gathering intelligence, and intelligence analysis. Students will better understand integration of sources, and how intelligence can be used to optimize the homeland security effort.

Prerequisites: HSEM 332 with a C or higher.

HSEM 464 BLDG RESILIENT COMMUNITIES Credits: 3

Resilient communities are those that have taken appropriate actions to minimize the impact of a catastrophic occurrence. Historical examples show that life is never the same after a disaster, but communities that survive and thrive are those that have resiliency. This course will step students through the emergency management planning cycle (prevent, prepare, respond, recover) to illustrate how to foster community resiliency.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 470 MANAGING DISASTERS Credits: 3

This course examines the complex and fast-moving environment surrounding disaster management. While emergency preparedness, resilience, and mitigation efforts can lessen the impacts of disasters, we cannot eliminate all threats. This course examines the competing priorities, the structures required by the federal government, and the roles and responsibilities of the many different players with a role during the response phase. Students will explore different scale disasters through exercises that will test and overwhelm local and regional capabilities. Local students will use Concordia's Homeland Security Simulation Lab to engage with peers and learn how disasters escalate with cascading consequences. Students will gain knowledge about federal disaster declarations and systems used to coordinate logistics and support of out-of-area resources.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 494 PRACTICUM Credits: 6

The practicum is the culmination of the learning process where theory is put into practice. For the security studies major, there are two options for this final effort. First, students can elect to research a specific element of foreign or domestic terrorism. This would require an in depth study of a particular group, with a final product of a mitigation or co-opting strategy. The alternative is an emergency management project that would include the creation of a detailed emergency preparation or response action plan. The plan would be based on a risk analysis that includes critical infrastructure protection, threat prioritization, and intelligence analysis.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 498 HSEM INTERNSHIP I Credits: 1-6

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, will apply their acquired knowledge to real world organizations' goals, objectives and missions. Students will refine their skillsets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher; Program Director approval.

HSEM 499 HSEM INTERNSHIP II Credits: 1-6

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, will apply their acquired knowledge to real world organizations' goals, objectives and missions. Students will refine their skillsets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher; Program Director approval.

Honors Program (HON)

HON 488H HONORS CAPSTONE EXPERIENCE Credit: 1

The Honors Capstone Seminar will focus on a topic of timely interest and academic substance, providing senior-level Honors students with an opportunity to utilize their college experience to analyze and discuss the topic from a holistic perspective.

Prerequisites: Senior standing and admission to the Honors Program.

Humanities (HUM)

HUM 151 ETHICS & CITIZENSHIP Credits: 3

An exploration into the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience, and resistance. The purpose is to familiarize students with the basic theories of moral philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?.

HUM 151H ETHICS & CITIZENSHIP - HONORS Credits: 3

An exploration into the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience, and resistance. The purpose is to familiarize students with the basic theories of moral philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?.

HUM 152 HOW THE WEST CAME TO BE Credits: 3

This course provides an overview of the Western humanistic tradition from the Middle Ages through the 21st century. In particular, it traces the movement from the pre-modern to the modern and, ultimately, to the postmodern world of today. Another theme of the course is to study push and pull between those who emphasize rationality, science and logic and others who underscore the lack of certainty and order at the heart of things. Our ultimate job is to take stock of where we are today by highlighting the links between the past and the present. Finally, this is an interdisciplinary course. It will bring together history, art, literature, philosophy and religion.

HUM 152H HOW THE WEST CAME TO BE-HONORS Credits: 3

This Honors course focuses on a major perennial issue, the challenge of understanding war—and seeking viable alternatives to war. Why do people go to war? What is war: “the continuation of politics by other means”? a biological inevitability? the result of human sin? What is a just war? Is war inevitable? Are there viable alternatives to war? What are they? How can/should we change (personally? societally?) in a way that is likely to generate alternatives to war? What special conditions in the 21st century add to the challenge of war—and to the notion of a just war? What does it feel like to engage in war as a participant? as a noncombatant? What effect does war have on the soldiers? on those back home? on the environment?.

HUM 251 PREMODERN TO POSTMODERN WORLD Credits: 3

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and religion.

Prerequisites: HUM 151 with a D or higher.

HUM 251H PREMOD TO POSTMOD WRLD-HONORS Credits: 3

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and religion.

Prerequisites: HUM 151 or HUM 151H with a D or higher.

HUM 288 DEPARTMENTAL SEMINAR Credit: 1

These seminars are reading and discussion courses in areas related to the humanities. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 288H DEPARTMENTAL SEMINAR -HONORS Credit: 1

These seminars are reading and discussion courses in areas related to the humanities. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 351 CHALLENGES OF GLOBAL DIVERSITY Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 152 with a D or higher or Junior status.

HUM 351H CHALLENGES OF GLOBAL DIV -HON Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 251 or HUM 251H with a D or higher or Junior status.

HUM 351N CHALLENGES OF GLOBAL DIVERSITY Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 152 with a D or higher or Junior status; For Nursing majors only.

HUM 377 DEPARTMENTAL TOUR Credits: 3

A tour offered by the humanities department. Details vary by year.

Prerequisites: Instructor approval.

HUM 381 FLD EXP CROSS-CULTURE UNDERST Credits: 3

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. The student will gain some skill in the language of ministry and research points of contact for effective witnessing.

HUM 382 ISSUES CHRISTIANITY/OTH RELIG Credits: 3

This course will present the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relations between the religions and grow in comfort relating to another religion.

Prerequisites: REL 211 or REL 221 with a D or higher.

HUM 399E EXPERIMENTAL COURSE-HUMANITIES Credits: 3

Experimental course option varies by term. Please see academic department for course description.

HUM 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

HUM 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: HUM 482 with a C or higher.

HUM 484 INTERNSHIP II Credits: 2
Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.
Prerequisites: HUM 482 with a C or higher.

HUM 488 DEPARTMENTAL SEMINAR Credit: 1
These seminars are reading and discussion courses in areas related to the humanities. Upper division credit will require greater participation. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 488H DEPARTMENTAL SEMINAR - HONORS Credit: 1
These seminars are reading and discussion courses in areas related to the humanities. Upper division credit will require greater participation. Some of the courses offered are: Who was Shakespeare?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

HUM 492 SENIOR THESIS PREP Credit: 1
This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

HUM 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2
The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.
Prerequisites: HUM 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

HUM 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2
The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.
Prerequisites: HUM 493 with a C or higher.

HUM 499 INDEPENDENT STUDY Credits: 2-3

International Study (IST)

IST 199 INTERNATIONAL STUDIES Credits: 0.5-5

IST 201 CULTURE & LANGUAGE I Credits: 3
This course provides students with the opportunity to learn about Chinese and Japanese cultures and to learn basic Chinese and Japanese. Students are not expected to become proficient in either language, but to gain cultural understanding and motivation to learn more about each culture.

IST 202 CULTURE & LANGUAGE II Credits: 3
This course provides students with the opportunity to learn about Arabic and German cultures and to learn basic Arabic and German. Students are not expected to become proficient in either language, but to gain cultural understanding and motivation to learn more about each culture.

IST 299 INTERNATIONAL STUDIES Credits: 0.5-5

IST 299E EXPERIMENTAL COURSE Credits: 3
Experimental course option varies by term. Please see academic department for course description.

IST 399 INTERNATIONAL STUDIES Credits: 0.5-6

IST 499 INTERNATIONAL STUDIES Credits: 1-12

Latin (LAT)

LAT 101 ELEMENTARY LATIN I Credits: 3
The purpose of this course is to offer an introduction to the basics of Classical Latin pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical Latin with speed and proficiency. It is first part of a two course sequence.

LAT 201 ELEMENTARY LATIN II Credits: 3
The purpose of this course is to offer a continuation of the introduction to the basics of Classical Latin pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical Latin with speed and proficiency. It is the second part of a two course sequence.

Prerequisites: LAT 101 with a C or higher.

LAT 499 INDEPENDENT STUDY Credits: 1-3

Leadership Development (LDR)

LDR 150 PORTFOLIO ASSESSMENT Credits: 0

This course prepares students to understand and utilize Concordia's assessment system. The course is designed to introduce students to the value and benefits of student portfolios and to provide instruction in the creation, maintenance, sharing, and publishing of student portfolios for academic and professional use.

LDR 198 CONCORDIA COMMITMENT Credit: 1

The privilege of going to college is much more than earning a degree. If you let it, college can be a transformational experience. LDR 198 is designed to help new students navigate the challenging transition to a 4-year university and much more! Students will discover tips for academic success, consider the importance of out-of-class involvement in the learning process, explore interests, skills, personality, talents, intelligence type and personal values, and evaluate and solidify degree and career direction.

LDR 199 LEARNING & SELF-DEVELOPMENT Credit: 1

This course will support and broaden the new college student's academic skills and personal learning style through the theory and practice of learning. Students will experience various learning methods to develop their knowledge of self, to examine the liberal arts approach to learning, and to build awareness of resources available for lifelong learning. As students examine how personal biases affect thinking, they will be challenged to cultivate personal growth beyond their comfort level.

LDR 200 LEADERSHIP DEVELOPMENT Credit: 1

This course is designed to teach the foundations of leadership to a variety of students engaged in a diversity of leadership roles. These student leadership positions include Resident Assistants, Christian Life Coordinators, Resident Chaplains, Student Government Officers, and International Ambassadors.

LDR 201 ALTERNATIVE SPRING BREAK Credit: 1

This course will be taken in coordination with LDR 277 to provide students the opportunity to further explore, prepare, and develop leadership skills in anticipation for the service experience.
Corequisites: LDR 277.

LDR 277 ALT BREAK LEADER EXP TOUR Credits: 0

This course is designed to teach leadership skills to a variety of students through services in an Alternative Break Leadership Experience (e.g., San Francisco, Haiti, Atlanta).

Prerequisites: Students who take LDR 277 must apply and be selected through the ABLE selection process in the Office of Service Leadership.

LDR 298 CONCORDIA COMMITMENT Credits: 0.5

The objective of this course is to work on exploring and clarifying career goals and strategies to reach those goals. This will be accomplished by researching and discussing career interests and developing job search skills. Students in this section are past the freshman year, and beginning to make decisions about their personal development and career future. This is an exciting time for a student to be intentional about their future!

Prerequisites: Sophomore Standing or Instructor Approval.

LDR 300 LEADERSHIP DEVELOPMENT Credit: 1

This course builds on LDR 200 and is designed to teach leadership skills to a variety of students engaged in a diversity of leadership roles. These student leadership positions include Resident Assistants, Christian Life Coordinators, Resident Chaplains, Student Government Officers, and International Ambassadors.

Prerequisites: LDR 200 for two credits.

LDR 397 LIVING/LEARNING COMMUNITY Credits: 0.5

A study of the strengths and liabilities of one's post-college life and career transitions. Placement in the Concordia Place Apartments Living/Learning Community is required.

LDR 398 CONCORDIA COMMITMENT Credits: 0.5

The objective of this course is to help students cultivate a holistic understanding of who they are and where they are professionally headed. Whether a student will be transitioning from Concordia University into the professional world or on to graduate studies, this course will prepare them to make that transition with ease and confidence. Through reflection, discussion, research, and practical application each student will begin the process of professional development that will prepare them for excellence in life after Concordia University.

Prerequisites: Sophomore Standing.

LDR 400 LEADERSHIP DEVELOPMENT Credit: 1

This course builds on LDR 300 and is designed to teach leadership skills to a variety of students engaged in a diversity of leadership roles. These student leadership positions include Resident Assistants, Christian Life Coordinators, Resident Chaplains, Student Government Officers, and International Ambassadors.

Prerequisite: LDR 300 for two credits.

LDR 498 CONCORDIA COMMITMENT Credits: 0.5

The objective of this course is to plan and prepare for the end of a student's college career and the beginning of post-college life. The focus will be on developing an understanding and mindfulness of what life will be like after graduation. Through reflection, discussion, and research students will look at multiple aspects of post-college life, including relationship management, faith development, and fiscal responsibility. Throughout the semester students will be challenged to thoughtfully consider how to engage every aspect of the next chapter of their life.

Prerequisites: Senior Standing.

Long Term Care Administration (LTC)

LTC 302 SYSTEMS IN LTC Credits: 3

This course is a broad survey of the long term care system – the 30,000 foot view. The course explores the organization and operations of the U.S. long term care system from various perspectives including systems, policy, operations, and critical issues. Specific attention is given to system organization, finances and cost, quality, management, and access.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 322, LTC 323, and LTC 324.

LTC 322 LEADERSHIP & BEHAVIOR IN LTC Credits: 3

This course outlines the critical management theories, activities and functions from the perspective of managing long term care facilities and systems. Critical long term care management issues and approaches are outlined including focus on management within a tightly regulated environment. Leadership styles and their impacts on effective management approaches are also covered.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 302, LTC 323, and LTC 324.

LTC 323 PRINCIPLES OF GERONTOLOGY Credits: 3

This course is constructed around a complex and multidisciplinary view of aging designed to give healthcare professions a deeper understanding of the interrelated nature of human development, societal attitudes, and public policies. The course includes an overview of chronological, biological, psychological, and sociological elements that are common to an aging population. Specific attention will be given to attitudes toward aging and their effects on individuals, families, society, public policy and programs.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 302, LTC 322, and LTC 324.

LTC 324 ISSUES IN AGING Credits: 3

This course provides a basic understanding of the bio-psychosocial issues prevalent when working with older adults as well as issues related to policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

Prerequisites: WR 121 and MTH 110 with a D or higher

Corequisites: LTC 302, LTC 322, and LTC 323.

LTC 332 LTC REIMBURSEMENT Credits: 3

This course examines the fundamentals of long term care reimbursement systems and methods including the overall reimbursement categories, methodologies, and systems to optimize revenue capture. The relationship of clinical care, documentation, and reimbursement is examined.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 362, LTC 365, and LTC 422.

LTC 342 STRATEGIC PLNG/ MKTNG Credits: 3

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the long term care organization. Both the organizational and marketing planning cycles are identified and the steps in developing and implementing strategic plans at both levels are examined. Particular emphasis will be given to emerging long term care industry trends such as the evolution/transformation of long term care and post-acute care.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 352, LTC 476, and LTC 498.

LTC 352 QUALITY SYSTEMS IN LTC Credits: 3

This course examines current quality improvement movements and methods in long term care administration focusing on unique quality issues within long term care, improvement systems and methods, quality analysis techniques, and implementation of systems to improve patient care and satisfaction.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 342, LTC 476, and LTC 498.

LTC 362 ECONOMICS IN LTC Credits: 3

This course is a general introduction to long term care economics, focusing on the unique aspects of long term care economics that differ from economics in general. Key topics covered include macro and micro economic principles, economic policy issues, and government involvement in long term care economics.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 365, LTC 332, and LTC 422.

LTC 365 BASIC LTC ACCOUNTING Credits: 3

This course is a general introduction to healthcare accounting focusing on the unique aspects of healthcare accounting in long term care within the overall scope of general accounting. Specific attention is given to basic accounting principles, the organization of accounts, financial statements, ratio and other critical computations, time value of money, and regulations affecting long term care accounting.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 362, LTC 332, and LTC 422.

LTC 371 LTC HUMAN RESOURCES Credits: 3

This course explores healthcare human resource principles, structure, and laws from the perspective of day-to-day operations in complex or multifaceted long term care organizations. Effective human resources management requires an understanding of multiple disciplines, functions, and viewpoints including, but not limited to, communication, operating systems, human behavior, human motivation, and special requirements related to working with the elderly.

Prerequisites: LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

Corequisites: LTC 412 and LTC 432.

LTC 412 LTC LAW AND ETHICS Credits: 3

This course discusses, explains, and uses ethical concepts and identifies how to work within an ethical framework in long term care healthcare organizations in both business and clinical areas including using definitions and ethical constructs. The course identifies requirements for applied business ethics, and clinical ethics decision making related to contemporary healthcare ethical issues with major emphasis on law and ethics in geriatrics.

Prerequisites: LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

Corequisites: LTC 432 and LTC 371.

LTC 422 LTC FINANCIAL MGMT Credits: 3

This course explores the basic foundation of health care finance and gives the student a basic understanding of long term care finance as it relates to management of long term care organizations. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

Prerequisites: LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

Corequisites: LTC 362, LTC 365, and LTC 332.

LTC 432 POLICY AND REGULATION Credits: 3

This course explores the origin, development, and implementation of long term care policy and regulation and explores the executive's role in policy and regulatory design as well as the implementation of regulations in the long term care environment. The regulatory requirements relating to licensing of long term care administrators and long term care facilities is highlighted.

Prerequisites: LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

Corequisites: LTC 412 and LTC 371.

LTC 476 LTC INFO SYSTEMS Credits: 3

This course examines the development and management of healthcare information systems in long term care as they relate to patient care and business/financial needs, as well as long term care policy requirements. The focus of the course is on current long term care information systems and the evolution of long term care information systems in the future. Financing, patient care, quality, and organizational management of healthcare information systems are discussed and analyzed.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 342, LTC 352, and LTC 498.

LTC 498 LTC INTERNSHIP Credits: 3

This course is the final, capstone course in which the student synthesizes concepts learned throughout the program in a 120-hour administrative-focused project within a long term care facility guided by a management-level mentor within the facility.

Prerequisites: LTC 412, LTC 432 and LTC 371 with a C or higher

Corequisites: LTC 342, LTC 352, and LTC 476.

Marketing (MKT)

MKT 360 PRINCIPLES OF MARKETING Credits: 3

This course helps students discover how marketing activities relate to other functions of a business or non-business operation. In doing so, students will discover who marketers are, how they think, and what they do in connection with identification of target markets, creation of a marketing mix, and development of strategic plans to assist in managerial decision making.

Prerequisites: BA 101 and BA 203 with a C or higher.

MKT 362 CONSUMER BEHAVIOR Credits: 3

Consumer behavior is the study of the cognitive, affective, behavioral and environmental factors that influence decision-making in the marketplace. Students will explore theoretical concepts and learn how the consumer engages in the buyer-seller relationship and the psychological factors that influence and shape consumer behavior. In addition, students will read some of the primary research and will develop a final paper or other project to demonstrate their integrated understanding.

Prerequisites: MKT 360 with a C or higher.

MKT 363 MARKETING RESEARCH Credits: 3

This course introduces students to the fundamentals of marketing research, including research design, methodologies, analytical techniques, and reporting strategies. Students learn how to obtain, analyze, and use primary and secondary data that enable managers to make good decisions and avoid bad ones.

Prerequisites: MKT 360 with a C or higher.

MKT 365 INNOVATION & DIGITAL MARKETING Credits: 3

Ever-accelerating levels of innovation, technological development and social changes create industry and other disruptions. Students explore the relationship between creativity and innovation, and the resulting marketing implications. Students gain a solid understanding of the constructs, forces and processes leading to technological, industry and social innovation. To prepare students for 21st Century marketing realities, innovative and disruptive business models are heavily discussed. Particular emphasis is placed upon internet marketplace dynamics and the role and power of digital marketing in modern Integrated marketing Communication (IMC).

Prerequisites: MKT 360 with a C or higher.

MKT 366 GLOBAL MARKETING Credits: 3

This course examines the ingredients necessary for the development and implementation of an international marketing program. Key elements examined include the similarities and differences in customer product preference, strategic planning, cultural sensitivity, economic and financial considerations, legal issues, and political conditions.

Prerequisites: MKT 360 with a C or higher.

MKT 399E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

MKT 467 MARKETING STRATEGY & MGMT Credits: 3

Primary focus is on the management perspective of strategic development in marketing. Emphasis is on developing and implementing marketing strategies and determining their impact on customer satisfactions, profitability, and competitive advantage.

Prerequisites: MKT 360 with a C or higher.

Mathematics (MTH)

MTH 110 MATH FOR LIFE Credits: 3

A general education course designed to give the student mathematical skills and techniques that can be used to solve real problems. The areas covered are algebra, geometry, probability, problem-solving, descriptive statistics, and graphing. The student will learn to use calculators and computers to solve problems.

Prerequisites: Math placement exam or MTH 097.

MTH 123 COLLEGE ALGEBRA Credits: 3

This course deals with the following algebraic principles with a special emphasis on how they can be used in the area of business and management: equations and inequalities, graphs of conic sections, polynomial functions, rational functions, exponential functions, logarithmic functions, systems of equations and inequalities, and linear programming.

Prerequisites: Math placement exam or MTH 097.

MTH 124 PRE-CALCULUS Credits: 3

An introduction to the fundamental aspects of algebra and trigonometry. Emphasis to include scientific applications.

Prerequisites: Math placement exam or MTH 123 with a D or higher.

MTH 133 MATH FOR TEACHERS I Credits: 3

A problem-solving approach to counting numbers, rational, irrational, real number, and integers through the use of concrete materials.

Prerequisites: Math placement exam or MTH 097.

MTH 134 MATH FOR TEACHERS II Credits: 3

A problem-solving approach to the study of geometry, measurements, metric system, transformations, congruence's, similarities, ratio, proportion, and percents.

Prerequisites: Math placement exam or MTH 097.

MTH 211 CALCULUS I Credits: 4

A study of differential calculus, limit theory, and development of the integral.

Prerequisites: Math placement exam or MTH 124 with a C or higher.

MTH 212 CALCULUS II Credits: 4

A continuation of MTH 211 with development of integral calculus, series, partial differentiation and multiple integrals.

Prerequisites: MTH 211 with a C or higher.

MTH 213 MULTIVARIABLE CALCULUS Credits: 3

This course is designed to take the concepts that students have already learned in Calculus I and II and expand these into three dimensions. Topics explored will include three dimensional graphing, Partial Derivatives, Extrema of functions with 2 independent variables, double and triple integrals. All topics include applications in Engineering, physics and other discipline areas. A graphing calculator is required and will be used for 3 dimensional graphing and modeling data.

Prerequisites: MTH 212 with a C or higher.

MTH 231 RESEARCH & STATISTICAL TECHNIQ Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

Prerequisites: MTH 110 or MTH 123 with a D or higher.

MTH 231H RESEARCH AND STATS - HONORS Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

Prerequisites: MTH 110 or MTH 123 with a D or higher.

MTH 331H RESEARCH AND STATS - HONORS Credits: 3**MTH 341 LINEAR ALGEBRA Credits: 2**

A study of matrices, linear systems and vectors with applications to mathematics, science, and modeling.

Prerequisites: MTH 212 with a C or higher.

MTH 342 LINEAR ALGEBRA w/DIFF EQUATION Credits: 3

This course is designed to introduce students to introductory topics of linear algebra. Topics explored will include linear systems, linear transformations, orthonormal bases, the Gram-Schmidt orthogonalization process, least squares curve fitting procedures, eigenvalues, eigenvectors and differential equations. A graphing calculator is required and will be used to perform matrix operations and create mathematical models from data.

Prerequisites: MTH 212 with a C or higher.

MTH 345 COMPUTER SCIENCE Credits: 3

A study of computer logic, programming in a structured language, and applications of computers to problem solving. The programming language may vary.

Prerequisites: MTH 110 with a D or higher.

MTH 361 ABSTRACT ALGEBRA Credits: 2

An investigation of the properties of groups, rings, integral domains, and fields. An emphasis on proof and structure will be taken.

Prerequisites: MTH 212 with a C or higher.

MTH 371 NUMBER THEORY Credits: 2

A study of prime numbers, divisibility, modular systems, and remainder theorems. The course will emphasize proof and mathematical structures.

Prerequisites: MTH 212 with a C or higher.

MTH 401 ANALYSIS Credits: 2

A study of metric spaces and the properties of the real number system.

Prerequisites: MTH 361 with a C or higher.

MTH 411 ADVANCED GEOMETRY Credits: 2

A study of Euclidean geometry (plane and solid) and non-Euclidean geometries.

Prerequisites: MTH 212 with a C or higher.

Music (MUS)

MUS 101 FUNDAMENTALS OF MUSIC Credits: 2

An entry-level music theory course designed to provide fundamental skills in music reading, understanding melodic and harmonic construction, major and minor keys, remedial music analysis, and small-form composition.

MUS 102 MUSIC THEORY I Credits: 2

Beginning study of the craft of music for music majors and minors or general students with considerable music experience. Includes study and application of scales, intervals, triads, rhythms and elementary chord progression through analysis and writing.

Prerequisites: MUS 101 with a C or higher

Corequisites: MUS 142.

MUS 121 MUSIC APPRECIATION Credits: 2

An introductory-level course for non-music majors designed to acquaint the student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

MUS 121H MUSIC APPRECIATION - HONORS Credits: 2

An introductory-level course for non-music majors designed to acquaint the student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

MUS 142 AURAL SKILLS I Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Corequisites: MUS 102.

MUS 201 MUSIC THEORY II Credits: 2

This course assumes students have an intermediate level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music. It includes intermediate level use of harmonic progressions as related to melodic patterns of the Baroque and Classical eras, and explores polyphonic/contrapuntal writing techniques as developed/evolved in the Renaissance and Baroque eras of music. The course includes development of musical writing skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisites: MUS 102 and MUS 142 with a C or higher

Corequisites: MUS 241.

MUS 202 MUSIC THEORY III Credits: 2

This course assumes students have an intermediate-advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music of the Romantic Era to the beginning of the Modern/20th Century era of music. It includes advanced use of traditional and modern notation and compositional techniques used in the creation of music of those eras.

Prerequisites: MUS 201 and MUS 241 with a C or higher

Corequisites: MUS 242.

MUS 241 AURAL SKILLS II Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Prerequisites: MUS 102 and MUS 142 with a C or higher

Corequisites: MUS 201.

MUS 242 AURAL SKILLS III Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Prerequisites: MUS 201 and MUS 241 with a C or higher

Corequisites: MUS 202.

MUS 261 MUSICAL COMPOSITION Credits: 2

The study of 21st Century musical compositional techniques to facilitate personal skills in musical composition. Students will create original compositions for a variety of musical media using compositional techniques studied in the course.

Prerequisites: MUS 242 with a C or higher or concurrent enrollment.

MUS 265 MUSIC TECHNOLOGY Credits: 2

Introduction to advances in music technology, including MIDI and other computer-aided composition, recording, sampling, and combining acoustic with electronic music. Historical overview of technological developments and composers who have helped form the medium.

Prerequisites: MUS 101 with a C or higher.

MUS 301 MUSIC THEORY IV Credits: 2

This course assumes students have an advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music of the Modern/20th Century era of music. It includes advanced use of traditional and modern musical notation and compositional techniques used in the creation of music of this era. The course includes development of musical written skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisites: MUS 202 and MUS 242 and MUP 211 with a C or higher

Corequisites: MUS 341.

MUS 324 HISTORY OF MUSIC I Credits: 3

A study of musical composers and their compositions - from ancient times through the musical Baroque Era. Major musical developments are discussed as an expression of the general human condition of each historical age.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 325 HISTORY OF MUSIC II Credits: 3

A study of musical composers and their compositions from the Classical period to the Modern period in music. Major musical developments are discussed as an expression of the general human condition in each historical age.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 326 HISTORY OF MUSIC III Credits: 3

A survey of World Music - music that explores musical traditions that have evolved apart from the musical tradition of western civilization.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 327 MUSIC HISTORY IV Credits: 2

An introduction to the history and literature of music in film and theatre. An exploration of the manner in which music is used to enhance themes of film and theatrical presentations.

Prerequisites: MUS 101 and MUS 121 with a C or higher.

MUS 341 AURAL SKILLS IV Credit: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Prerequisites: MUP 211 and MUS 202 and MUS 242 with a C or higher

Corequisites: MUS 301.

MUS 351 CONDUCTING I Credits: 2

Beginning study in the craft of conducting, including basic beat patterns, preparatory and release gestures, and simple non-verbal stylistic cues. Students will conduct a music ensemble comprised of members of the class.

Prerequisites: MUP 211 and MUS 202 and MUS 242 with a C or higher.

MUS 364 CHRISTIAN HYMNS & LITURGY Credits: 2

Survey of Christian hymnody and liturgical practices to develop awareness of the text and music treasures as well as Biblically sound worship practices. Different forms of hymns will be explored from classical to contemporary. Students will visit churches with different worship styles.

Prerequisites: MUP 211 and MUS 242 and MUS 202 and REL 331 with a C or higher.

MUS 399E EXPERIMENTAL COURSE Credits: 2

Experimental course option varies by term. Please see academic department for course description.

MUS 401 ARRANGING & ORCHESTRATION Credits: 2

Application of theoretical, stylistic and technical principles to adapting original music for a variety of performing groups including vocal, band, orchestra and small ensembles.

Prerequisites: MUS 201 and MUS 241 with a C or higher.

MUS 422 MUSIC, WORSHIP, & SPIRITUALITY Credits: 2

The student will study the theology and history of Christian worship, spirituality, and the arts, especially music. The student will learn to develop effective corporate worship experiences and to develop a personal practice of spiritual discipline.

Prerequisites: REL 211 or REL 221 with a D or higher.

MUS 452 CONDUCTING II Credits: 2

Continuation of Conducting I. Students will build upon their conducting skills with more advance study in expressive gestures, left hand independence, cueing, psychological conducting and score preparation.

Prerequisites: MUS 351 with a C or higher.

MUS 461 MUSICAL COMPOSITION Credits: 2

The study of 21st century composition techniques to facilitate personal skills in musical composition. Students will create original compositions for a variety of musical media using techniques studied in the course.

Prerequisites: MUS 202 and MUS 242 with a C or higher or concurrent enrollment.

MUS 492 SENIOR THESIS PREP Credit: 1

This course is a required course for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division status as a music major and approval of the instructor.

MUS 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: MUS 492 with a B or higher.

Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

MUS 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: MUS 493 with a C or higher.

MUS 495 SENIOR RECITAL Credits: 3

The senior recital is the capstone experience in the undergraduate study of music. The course consists of the planning, preparation, and public performance of a full-length recital and a supporting written document. Enrollment is limited to music majors in their senior year with enrollment in a 400 level private studio study. Approval of Department Chair required.

MUS 496 PRACTICUM Credits: 3

Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.

Prerequisites: Senior status as a music major.

Music Performance (MUP)

MUP 100B MUSIC PERF: BRASS Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 100C MUSIC PERF: COMPOSITION Credits: 1-2

Private instruction in Music Composition. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 100D MUSIC PERF: PERCUSSION Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 215 CU CHOIR TOUR Credits: 0.5

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 216 or MUP 231.

MUP 216 CONCORDIA CHOIR Credit: 1

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations. This ensemble is a year-long commitment and admission is by audition.

MUP 220 WOMEN'S VOCAL**ENSEMBLE Credit: 1**

A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.

MUP 223 MUSICAL THEATRE**WORKSHOP Credit: 1**

Musical Theatre Workshop is designed for vocal soloists who have demonstrated an advanced level of solo-singing. Repertoire is individually chosen for each student from the genres of Musical Theater and Opera. Admission is by audition and invitation of instructor.

MUP 231 VOCAL ENSEMBLE:CHRISTI CRUX Credit: 1

The Christi Crux Vocal Ensemble is a small vocal ensemble with 28 to 34 members who are selected from the membership of the Concordia University Choir based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble. This ensemble presents music in selected chapel services as well as in five to six worship venues during the course of each semester. Christi Crux also presents music in regional and international choir tours (see MUP 232 & MUP 432). Admission is by audition.

MUP 232 CHRISTI CRUX TOUR Credits: 0.5

The Concordia University Christi Crux Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Christi Crux Choir, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 231.

MUP 233 CONCORDIA HANDBELL**ENSEMBLE Credit: 1**

Concordia Handbell Ensemble, a year-long commitment, teaches handbell technique through challenging repertoire of varied genres. The ensemble performs several times each semester and includes a tour in the spring semester. Admission by audition and permission of instructor.

MUP 234 CU HANDBELL TOUR Credits: 0.5

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia Ringers, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

Corequisites: MUP 233.

MUP 236 CONCORDIA BRASS Credit: 1

Brass Ensemble performs in concerts, at chapel and at various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

MUP 237 CONCORDIA PRAISE**ENSEMBLE Credit: 1**

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members who are selected by audition and are chosen by their abilities and the required instruments needed to fill the personnel needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other selected worship and outreach venues during the course of each semester.

MUP 238 SMALL STRING**ENSEMBLE Credit: 1**

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly in concerts, chapel services and other events. Membership is by audition.

Corequisites: MUP 242.

MUP 239 ORCHESTRA Credit: 1

Performance of significant literature for orchestral instruments in concert and worship. Membership is by audition.

MUP 240 WIND ENSEMBLE Credit: 1

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour. Membership is by audition.

MUP 241 WIND ENSEMBLE TOUR Credits: 0.5

The Concordia University Wind Ensemble Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Wind Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 240.

MUP 242 SMALL STRING ENSEMBLE TOUR Credits: 0.5

String Ensemble Tour is a highlight of this ensemble's musical year. Required of all members of the Small String Ensemble the tour gives ensemble members an opportunity to perform in many churches, schools, and other venues in regional areas over the course of 5-8 days.

Corequisites: MUP 238.

MUP 245 JAZZ ENSEMBLE-INSTRUMENTAL Credit: 1

The Concordia Jazz Ensemble learns and performs jazz repertoire written for a varied type and size of ensemble. Repertoire is chosen from the wide spectrum of jazz literature and is based on the ensemble's instrumentation.

Prerequisites: Instructor approval and successful audition.

MUP 400R MUSIC PERF: REEDS Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 400S MUSIC PERF: STRINGS Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 400V MUSIC PERF: VOICE Credits: 1-2

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

MUP 415 CU CHOIR TOUR Credits: 0.5

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Prerequisites: MUP 216 or MUP 231 with a C or higher

Corequisites: MUP 416 or MUP 431.

MUP 416 CONCORDIA CHOIR Credit: 1

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations. This ensemble is a year-long commitment and admission is by audition.

Prerequisites: Four semesters of MUP 216 with a C or higher.

MUP 420 WOMEN'S VOCAL ENSEMBLE Credit: 1

A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.

MUP 423 MUSICAL THEATRE WORKSHOP Credit: 1

Musical Theatre Workshop is designed for vocal soloists who have demonstrated an advanced level of solo-singing. Repertoire is individually chosen for each student from the genres of Musical Theater and Opera. Admission is by audition and invitation of instructor.

MUP 431 VOCAL ENSEMBLE:CHRISTI CRUX Credit: 1

The Christi Crux Vocal Ensemble is a small vocal ensemble with 18 to 26 members who are selected from the membership of the Concordia University Choir by audition based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble. This ensemble presents music in selected chapel services as well as in five to six worship venues during the course of each semester. Christi Crux also presents music in regional and international choir tours (see MUP 232 and MUP 432).

Prerequisites: Four semesters of MUP 231 with a C or higher.

MUP 432 CHRISTI CRUX TOUR Credits: 0.5

The Concordia University Christi Crux Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Christi Crux Choir, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 431.

MUP 433 CONCORDIA HANDBELL ENSEMBLE Credit: 1

An advanced ensemble for students with previous handbell experience. This ensemble utilizes advanced repertoire and ringing techniques and aims at excellence in rhythm and musicality. The Concordia Handbell Ensemble performs at concerts throughout the year, participates regularly in worship on campus and at area churches, and includes a tour in the spring semester. This ensemble is a year-long commitment and admission is by audition.

MUP 434 CU HANDBELL TOUR Credits: 0.5

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Handbells, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

Corequisites: MUP 433.

MUP 436 CONCORDIA BRASS Credit: 1

Brass Ensemble performs at concerts, at chapel and various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

Prerequisites: Four semesters of MUP 236 with a C or higher.

MUP 437 CONCORDIA PRAISE ENSEMBLE Credit: 1

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members who are selected by audition and are chosen by their abilities and the required instrumentalists needed to fill the personnel needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other selected worship and outreach venues during the course of each semester. Membership is by audition.

Prerequisites: Four semesters of MUP 237 with a C or higher.

MUP 438 SMALL STRING ENSEMBLE Credit: 1

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly in concerts, chapel services, and other events. Membership is by audition.

Prerequisites: Four semesters of MUP 238 with a C or higher

Corequisites: MUP 442.

MUP 439 ORCHESTRA Credit: 1

Performance of significant literature for orchestral instruments in concert and worship. Membership is by audition.

MUP 440 WIND ENSEMBLE Credit: 1

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour (see MUP 241 and MUP 441). Membership is by audition.

Prerequisites: Four semesters of MUP 240 with a C or higher.

MUP 441 WIND ENSEMBLE TOUR Credits: 0.5

The Concordia University Wind Ensemble Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Wind Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

Corequisites: MUP 440.

MUP 442 SMALL STRING ENSEMBLE TOUR Credits: 0.5

String Ensemble Tour is a highlight of this ensemble's musical year. Required of all members of the Small String Ensemble the tour gives ensemble members an opportunity to perform in many churches, schools, and other venues in regional areas over the course of 5-8 days.

Corequisites: MUP 438.

MUP 445 JAZZ ENSEMBLE-INSTRUMENTAL Credit: 1

The Concordia Jazz Ensemble learns and performs jazz repertoire written for a varied type and size of ensemble. Repertoire is chosen from the wide spectrum of jazz literature and is based on the ensemble's instrumentation.

Prerequisites: Instructor approval and successful audition.

Nursing (NUR)

NUR 350 FUNDAMENTALS AND CHRONIC CARE Credits: 4

This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 304 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component.

Corequisites: NUR 350L, NUR 351 and NUR 352.

NUR 350L FUND AND CHRONIC CARE LAB Credits: 4

This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 304 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component.

Corequisites: NUR 350, NUR 351 and NUR 352.

NUR 351 PATHOPHYS & PHARMACOLOGY I Credits: 4

This course explores processes underlying all disease states and systematically reviews pathophysiological changes in selected body systems with an emphasis on chronic illnesses. The course also provides an overview of pharmacology with systematic study of one representative drug in each class. Pathophysiology and pharmacology concepts are presented concurrently with a link to discussion of medical and nursing management of chronic illnesses in the clinical nursing course.

Corequisites: NUR 350 and NUR 352.

NUR 352 NURSING INFORMATICS Credits: 2

This course will provide nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists the nursing student to recognize when there is a need for information, and to be able to identify, locate, evaluate and effectively use that information for the issue or problem at hand. The course will provide information about library science and will explain how information literacy is used to locate appropriate resources for education of individual clients and the community about health and disease.

Corequisites: NUR 350 and NUR 351.

NUR 353 NURSING IN ACUTE CARE SETTING Credits: 4

The course will examine the complexity of individuals in acute care settings. The course expands the concepts of professional nursing practice, care coordination, discharge planning, and nursing management of individuals experiencing an acute illness, injury or acute exacerbation of a chronic condition. Examination of mental health influences on acute, episodic events will be explored. The course has a clinical component.

Corequisites: NUR 353L, NUR 354 and NUR 355.

NUR 353L NURSING IN ACUTE CARE SET LAB Credits: 4

The course will examine the complexity of individuals in acute care settings. The course expands the concepts of professional nursing practice, care coordination, discharge planning, and nursing management of individuals experiencing an acute illness, injury or acute exacerbation of a chronic condition. Examination of mental health influences on acute, episodic events will be explored. The course has a clinical component.

Corequisites: NUR 353, NUR 354 and NUR 355.

NUR 354 PATHOPHYS & PHARMACOLOGY II Credits: 4

This course completes the examination of pathophysiological changes in the human body, with emphasis on acute illness and injury. The course examines pharmacology in greater depth with emphasis on clinical decision-making. Pathophysiology and pharmacology concepts are presented concurrently with discussion of medical and nursing management of acute illnesses in the clinical nursing course and with the mental health nursing theory course.

Corequisites: NUR 353 and NUR 355.

NUR 355 MENTAL HEALTH NURSING Credits: 3

This course examines mental health and strategies to enhance mental health of the individual and family within their social and cultural context. Skills in therapeutic communication and group dynamics will be developed. In addition, the course examines the most common psychiatric problems including their recognition, underlying biological and psychosocial dynamics, and effective interventions. Nursing care of mental health/addictive conditions of patients and families are explored from an evidenced-based perspective.

Prerequisites: NUR 350 and NUR 351 with a C or higher

Corequisites: NUR 353 and NUR 354.

NUR 403 NURS RESEARCH & EVIDENCE Credits: 2

This course enables the student to understand the purpose of nursing research, to identify common research designs, and to critique common research studies. The student will become familiar with the ways that notable nursing research has influenced quality practice. Likewise, this course examines the rationale for nursing practice to be grounded in research and other sources of evidence and explores evidence-based practice.

Prerequisites: NUR 352 with a C or higher.

NUR 410 CARE OF CHLDRN & CHLDBRNG FAM Credits: 4

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings.

Corequisites: NUR 410L.

NUR 410L CARE OF CLDN & CHLDBNG FAM LAB Credits: 3

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings.

Corequisites: NUR 410.

NUR 411 NURSING IN THE COMMUNITY Credits: 4

This course focuses on community and population based care. Concepts related to health promotion and illness care are integrated with public health concepts to provide population centered health care in the community. Vulnerable populations will be served through individual and family focused care experiences in homes, clinics, shelters, health programs for the vulnerable, and other community-based settings. Populations with chronic illnesses and with mental health and behavioral issues will be included as well as well individuals.

Prerequisites: NUR 355 with a C or higher

Corequisites: NUR 410L.

NUR 411L NURSING IN THE COMMUNITY LAB Credits: 3

This course focuses on community and population based care. Concepts related to health promotion and illness care are integrated with public health concepts to provide population centered health care in the community. Vulnerable populations will be served through individual and family focused care experiences in homes, clinics, shelters, health programs for the vulnerable, and other community-based settings. Populations with chronic illnesses and with mental health and behavioral issues will be included as well as well individuals.

Prerequisites: NUR 355 with a C or higher

Corequisites: NUR 410.

NUR 412 LEADERSHIP AND POLICY Credits: 3

This course examines nursing leadership and management within the context of health care delivery systems. Positive change, conflict management, delegation, supervision, team building, information systems, professional roles and ethical practice will be examined. The influence of health care policies on quality, culture of safety, and the health care environment in which nurses practice will be investigated.

Prerequisites: NUR 410 and NUR 411 with a C or higher

Corequisites: NUR 413 and NUR 414.

NUR 413 CMLPX CLINCL NRSNG CAPSTONE Credits: 3

This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during a 200-hour preceptored clinical experience.

Corequisites: NUR 413L, NUR 412 and NUR 414.

NUR 413L CMLPX CLINCL NRSNG CPSTN LAB Credits: 5

This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during a 200-hour preceptored clinical experience.

Corequisites: NUR 413, NUR 412 and NUR 414.

NUR 414 SPIRITUAL CARING AND ETHICS Credits: 3

This course examines moral, ethical and legal aspects of delivering healthcare, and emphasizes development of an ethical framework for making decisions. Students will study models for ethical decision making, legal issues, and professional resources to guide the ethical practice of nursing.

Prerequisites: NUR 410 and NUR 411 with a C or higher

Corequisites: NUR 412 and NUR 413.

Philosophy (PHL)

PHL 201 INTRO TO PHILOSOPHY Credits: 3

Introduces the beginning student to the discipline, divisions, vocabulary and principal issues of philosophy. The course singles out ontology (being) and epistemology (knowledge) for special emphasis and utilizes excerpts from the writing of both classic and contemporary philosophers to illustrate the historical movement of thought.

PHL 332 CAN RELIGION BE RATIONAL Credits: 3

Westboro Baptist Church. The Roman Catholic priest sex scandal. Islamic terrorism. Israeli aggression. Jim Jones. Religion has sometimes taken forms that are not only hard to comprehend rationally, but are downright dangerous. However, it has also taken forms that have benefited society such as the creation of hospitals, charities, development projects, and care for the weak. This course will investigate the disconnect between a rationality that can serve the world and a perceived irrational religion particularly the Abrahamic scriptural religions. Can such religions be beneficial, rational enterprises?

Prerequisites: REL 221 or REL 221 with a D or higher.

PHL 361 INTRO TO ETHICS Credits: 3

This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.

Physical Activity Course (PAC)

PAC 102 SOCCER Credits: 0.5

In this course students will practice the basic skills and learn the fundamental rules of soccer. In addition, students will be introduced to specific offensive and defensive strategies and will develop an appreciation for soccer as a lifetime physical activity.

PAC 103 VOLLEYBALL Credits: 0.5

In this course students will practice the basic skills and learn the fundamental rules of volleyball. Students will be introduced to specific offensive and defensive strategies and will develop an appreciation for volleyball as a lifetime physical activity.

PAC 104 ULTIMATE FRISBEE Credits: 0.5

In this course students will learn and practice the basic skills, rules, and strategies necessary to successfully participate in the game of Ultimate Frisbee. Students will also develop an appreciation for Ultimate Frisbee as a lifetime physical activity.

PAC 105 BASKETBALL Credits: 0.5

In this course students will practice the basic skills and learn the fundamental rules of basketball. Students will be introduced to specific offensive and defensive strategies and will develop an appreciation for basketball as a lifetime physical activity.

PAC 107 BADMINTON Credits: 0.5

In this course students will practice the basic skills and learn the fundamental rules of badminton. Students will be introduced to specific offensive and defensive strategies for singles and doubles and will develop an appreciation for badminton as a lifetime physical activity.

PAC 108 BEGINNING TENNIS Credits: 0.5

In this course students will practice the basic skills of ground strokes, volleying, and serving. Students will learn the fundamental rules and strategies for singles and doubles and will develop an appreciation for tennis as a lifetime physical activity.

PAC 109 RACQUETBALL Credits: 0.5

In this course students will practice the basic skills of racquetball. Students will learn fundamental rules and strategies for singles and doubles and will develop an appreciation for racquetball as a lifetime physical activity.

PAC 113 PICKLEBALL Credits: 0.5

In this course students will practice the basic skills of pickleball. Students will learn fundamental rules and strategies for singles and doubles and will develop an appreciation for pickleball as a lifetime physical activity.

PAC 114 TEAM HANDBALL Credits: 0.5

In this course students will practice the basic skills, and learn the fundamental rules, and strategies of Team Handball and will develop an appreciation for Team Handball as a lifetime physical activity.

PAC 115 BEGINNING SWIMMING Credits: 0.5

In this course students will develop confidence in the water. Survival, floating safety skills and basic swimming strokes will be taught and practiced. Emphasis will be placed on developing cardiovascular fitness and an appreciation for swimming as a lifetime physical activity.

PAC 116 BEGINNING GOLF Credits: 0.5

In this course students will learn the fundamentals of the golf stance and swing, the etiquette and rules of the game, club selection and terminology. Emphasis will be placed on developing confidence to complete a round of golf and an appreciation for golf as a lifetime physical activity.

PAC 117 BEGINNING BOWLING Credits: 0.5

In this course, students will be taught various bowling approaches, proper release, and how to keep score. Students will learn about the rules, history, and lane etiquette and will develop an appreciation for bowling as a lifetime physical activity.

PAC 119 ICE SKATING Credits: 0.5

In this course, students will be taught the basic skills of ice skating, including forward/backward glides, forward/backward swizzles, snowplow and T-stops, and other advanced skills. Students will also develop an appreciation for ice skating as lifetime physical activity.

PAC 120 WALKING AND JOGGING Credit: 1

In this course students will learn to develop a personal fitness walking and jogging program that is convenient, safe, and practical. Each student will practice techniques that improve walking and jogging efficiency and safety and will develop an appreciation for walking and jogging as a lifetime physical activity.

PAC 121 CIRCUIT TRAINING Credit: 1

In this course students will learn proper use of cardio and resistance equipment along with the theory of various types of weight-training programs. The student will learn to develop a personalized cardiovascular and resistance training program and will develop an appreciation for circuit training as a lifetime physical activity.

PAC 123 WEIGHT LIFTING Credit: 1

In this course students will learn proper use of free weights along with the theory of various types of weight-training programs. The student will gain physical strength and muscular endurance in a progressive strength training program and will develop an appreciation for weightlifting as a lifetime physical activity.

PAC 125 AEROBIC CONDITIONING Credit: 1

In this course students will learn basic principles of cardiovascular fitness. Students will participate in aerobic exercise routines and a variety of cardiovascular exercises. Students will also learn techniques for monitoring exercising and resting heart rates and will develop an appreciation for aerobic exercise as a lifetime physical activity.

PAC 126 DANCE AEROBICS Credit: 1

Dance aerobics is a fun and creative group physical exercise class that is designed to improve your cardiovascular endurance and posture, increase muscle endurance, tone, core strength, and flexibility while engaging with music and rhythm to create an enjoyable and dynamic work out. The basics of health-related fitness and the history of various dance forms as a means of engaging in aerobic exercise will be presented and learned.

Note: Lab fee; May be repeated once for credit.

PAC 127 KETTLEBELL TRAINING Credit: 1

Kettlebell training originated in ancient Russia as a means to improve physical strength and muscular endurance. This method of training has re-emerged by combining the modern functional fitness and neuroscience training principles with ancient practices. Kettlebell training increases fitness and function by using a wide variety of movements and exercises along different body planes and working all body parts.

Note: Lab fee; May be repeated once for credit.

PAC 128 TOTAL RESISTANCE EXERCISE TRNG Credit: 1

TRX is a form of resistance training that includes bodyweight exercises throughout a variety of the human body's planes of movement. The goal of TRX suspension training is to develop core strength, balance, flexibility, and joint stability simultaneously. TRX suspension training incorporates movements and dynamic positions throughout the full range of motion that are designed improve function of the integrated systems of the body.

Note: Lab fee; May be repeated once for credit.

PAC 131 CYCLING FIT Credit: 1

The purpose of this course is to introduce students to cycling as a method of achieving health and fitness levels relative to personal goals. Students will be introduced to health-related physical fitness concepts, develop personal health and fitness goals, and learn the principles behind basic fitness programming, all through the medium of indoor cycling. Students will also be introduced to basic cycling terminology, riding technique, training progressions, and safety.

PAC 132 DISC GOLF Credits: 0.5

This course will provide the student with the understanding of the history, rules, skills, and strategies involved in disc golf. In addition to practicing skills of disc golf, students will get an opportunity to compete on regulation courses in the Portland- Vancouver metro area.

PAC 133 FITNESS BOOT CAMP Credit: 1

The goal of this course is enhance the students' physical fitness with emphasis on basic conditioning, discipline, and exercises used in military health-related training and assessment. Students will also develop an appreciation for exercise and lifetime physical activity.

PAC 134 HIKING Credits: 0.5-1

The goal of this course is for students to experience hiking off-campus on designated trails. Course emphasizes basic safety and survival skills and practices low-impact hiking methods. Students will also develop an appreciation for exercise and lifetime physical activity.

PAC 135 CORE FITNESS Credit: 1

This mat class is designed to help you achieve abdominal strength, full body control and greater flexibility of the spine and limbs, and improved posture. Students will also develop an appreciation for exercise and lifetime physical activity.

PAC 136 ROCK CLIMBING Credits: 0.5

This course is designed to introduce students to the sport of bouldering and rock climbing using an indoor climbing facility. Emphasis will be placed on learning safety procedures, belay systems, climbing movement, training techniques, and rappelling. This class will also cover basic conditioning exercises and stretches to improve muscular strength, flexibility and balance while fostering an appreciation for lifetime physical activity and fitness.

PAC 137 SKIING & SNOWBOARDING Credits: 0.5

The goal of this course is for students to experience and learn the basic skills of skiing and/or snowboarding, selection and use of equipment, and safety rules. This course will include weekend experiences at Mt. Hood while fostering an appreciation for lifetime physical activity and fitness.

PAC 138 SPEED, AGILITY & QUICKNESS Credit: 1

The goal of this course is enhance the students' speed, agility, and quickness (SAQ) through a variety of progressive drills and training techniques utilized in a variety of individual and team sports. This course is open to all students, although the focus will be on preparation for competition in varsity athletics.

PAC 139 YOGA Credit: 1

This course will provide the student with the understanding of the value of yoga asana (postures), meditation, and pranayama (breathing) techniques. Through participation in Yoga, considered to be the oldest physical discipline in existence, you will gain an appreciation for meditation, relaxation, as well as value maintaining a fine balance between work and healthy mind.

PAC 151 INTERCOLLEGIATE BASKETBALL Credit: 1

This course is designated for students participating on the Varsity or Junior Varsity basketball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices, and games. Students will learn advanced basketball skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 152 INTERCOLLEGIATE BASEBALL Credit: 1

This course is designated for students participating on the Varsity or Junior Varsity Baseball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced baseball skills and strategies as well as the concept of teamwork and the NCAA II core values.

PAC 153 INTERCOLLEGIATE VOLLEYBALL Credit: 1

This course is designated for students participating on the Varsity Volleyball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced volleyball skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 154 INTERCOLLEGIATE SOCCER Credit: 1

This course is designated for students participating on the Varsity Soccer team. Credit is earned through participation which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced soccer skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 155 INTERCOLLEGIATE SOFTBALL Credit: 1

This course is designated for students participating on the Varsity Softball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced softball skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 156 INTERCOLLEGIATE GOLF Credit: 1

This course is designated for students participating on the Varsity Golf team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced golf skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 157 INTERCOLLEGIATE CROSS COUNTRY Credit: 1

This course is designated for students participating on the Varsity Cross Country team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced running skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 158 INTERCOLLEGIATE TRACK & FIELD Credit: 1

This course is designated for students participating on the Varsity Track & Field team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced track and field skills and strategies as well as the concept of teamwork and NCAA II core values.

PAC 198 SPECIAL TOPICS Credits: 0.5

This course will provide the student with the opportunity to learn the history, rules, skills, and strategies for special topics in fitness, physical activity, recreation, or sports. As a result of participation in the PAC Special Topics class the student will gain competencies and appreciation for physical activity and recognize the value of a life time of physical activity and wellness. Here is a beginning list of potential topics: Aerobic dance, Ballroom dance, Billiards & Ping pong, International games, Kick Boxing, Line dance, Martial Arts, Swing dance, Women's self-defense, Zumba.

PAC 199E EXPERIMENTAL COURSE Credit: 1

Experimental course option varies by term. Please see academic department for course description.

PAC 215 ADVANCED SWIMMING Credits: 0.5

In this course students will refine and strengthen their freestyle, back stroke, breast stroke, elementary back stroke and butterfly stroke. Emphasis will be placed on improving cardiovascular fitness and will develop an appreciation for swimming as a lifetime physical activity.

Prerequisites: PAC 115 with a D or higher.

PAC 216 ADVANCED GOLF Credits: 0.5

This course will focus on advanced golf skills and techniques. The use of video analysis and charting strokes will be implemented to help students improve their skills and enjoyment of the game and develop an appreciation for golf as a lifetime physical activity.

Prerequisites: PAC 116 with a D or higher.

PAC 218 ADVANCED TENNIS Credits: 0.5

This course will focus on advanced skills and strategies involved in singles and doubles competition. Students will develop an appreciation for tennis as a lifetime physical activity.

Prerequisites: PAC 108 with a D or higher.

PAC 231 ADVANCED INDOOR CYCLING Credit: 1

This class is designed to engage you with intermediate and advanced training programs involving indoor cycling. Building on the foundations gained from the introductory course or personal experience students will be challenged to take their personal training and level of fitness to another level by incorporating advanced progressions and other fitness tools into a training program designed to increase exercise aerobic capacity and endurance.

Prerequisites: PAC 131 or Instructor approval

Note: Lab fee; May be repeated once for credit.

PAC 235 ADVANCED PILATES Credit: 1

This class is designed to engage you with intermediate and advanced exercises within a Pilates and core strength training program. Building on the foundations gained from the introductory course or personal experience students will be challenged to take their personal training and level of fitness to another level by incorporating various fitness tools into a Pilate's workout routine to increase exercise intensity.

Prerequisites: PAC 135 or Instructor approval

Note: Lab fee; May be repeated once for credit.

PAC 239 ADVANCED YOGA Credit: 1

This course will engage students in developing proficiency with intermediate and advanced Yoga postures (asana), meditation, and breathing (pranayama) techniques. Through participation in Yoga you will gain an appreciation for meditation, relaxation, as well as a value maintaining a fine balance between work and healthy mind while developing a personal Yoga exercise plan for implementation after the class concludes.

Prerequisites: PAC 139 or Instructor approval

Note: Lab fee; May be repeated once for credit.

PAC 262 PERSONAL FITNESS & WELLNESS Credit: 1

This course will provide the student with the opportunity to discover their current health-related fitness level, make personal fitness and wellness goals, plan activities and routines to improve or maintain fitness and wellness and implement an improvement plan.

Prerequisites: ESS 260 with a D or higher.

Physics (PHY)

PHY 101 PRINC OF PHYSICS Credits: 3

This course introduces the basic concepts of physics as illustrated in the areas of mechanics, heat, sound, electricity, light, and nuclear physics. This class will provide the students with many demonstrations and lab exercises which can be used in elementary and secondary schools.

Corequisites: PHY 101L.

PHY 101L PRINC OF PHYSICS LAB Credits: 0**PHY 211 GENERAL PHYSICS I Credits: 4**

This course emphasizes understanding of the phenomena of our natural world. Topics include analysis of motion, Newtonian mechanics, forces, energy, rotational motion, fluids, heat and thermodynamics.

Prerequisites: MTH 110 or MTH 123 with a D or higher

Corequisites: PHY 211L.

PHY 211L GENERAL PHYSICS I

LAB Credits: 0

PHY 212 GENERAL PHYSICS II Credits: 4

A continuation of PHY 211. This course emphasizes understanding of the phenomena of our natural world. Topics include oscillatory motion, waves, sound, electricity, magnetism, light, atomic, and nuclear physics.

Prerequisites: PHY 211 with a C or higher

Corequisites: PHY 212L.

PHY 212L GENERAL PHYSICS II

LAB Credits: 0

Political Science (PSC)

PSC 201 INTRO TO AMERICAN GOVT Credits: 3

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

PSC 365 INTRO TO INTL RELATIONS Credits: 3

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

Psychology (PSY)

PSY 201 PRINC OF PSYCHOLOGY Credits: 3

This course reviews the scientific study of human behavior, its principles, and terminology, including the study of the mental growth of individuals, learning theory, personality, motivation, and individual differences.

PSY 201H PRINCIPLES OF PSYCHOLOGY-HONOR Credits: 3

This course reviews the scientific study of human behavior, its principles, and terminology including the study of the mental growth of individuals, learning theory, personality, motivation, and individual differences.

PSY 231 RESEARCH & STATISTICAL TECHNIQ Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

Prerequisites: MTH 110 or MTH 123 with a D or higher.

PSY 231H RESEARCH & STATS TECH - HONORS Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

Prerequisites: MTH 110 or MTH 123 with a D or higher.

PSY 251 PSYCHOLOGY SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 288 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 289 UNDERSTANDING THE PSYCH MAJOR Credit: 1

This course presents the student with the opportunity to deepen their understanding of the psychology major. This will be accomplished through focused study of the following professional areas: choosing the major in psychology, research methods including the use of library search tools, career development issues in psychology, critical thinking skill-development, and introduction to the research and clinical practice traditions that weave throughout the formal study of psychology at the university level. Students will have the opportunity to use the social sciences to better understand themselves and others. Emphasis will also be given to developing students' familiarity with APA writing style and accessing the scientific literature in psychology. Required for students choosing psychology as a major and anticipating a career and/or advanced studies in the field.

Prerequisites: Psychology majors only.

PSY 299E EXPERIMENTAL COURSE Credits: 2

Experimental course option varies by term. Please see academic department for course description.

PSY 312 HUMAN SEXUALITY Credits: 3

This course provides an introduction to human sexuality, including the psychological and physiological aspects of sexuality. Students will study human sexuality from a developmental and relational point of view.

Prerequisites: PSY 201 with a C or higher.

PSY 321 HUMAN DEVELOPMENT Credits: 3

An investigation of human development from conception throughout the lifespan. Special emphasis upon determinants of development, review of theoretical viewpoints, stages of development, growth and functioning of intelligence, and special developmental problems.

Prerequisites: PSY 201 with a C or higher (No prerequisite needed for the ABSN program).

PSY 331H RESEARCH AND STATS - HONORS Credits: 3**PSY 332 RESEARCH METHODS WITH LAB Credits: 4**

A critical examination of the principles of research design and research methods in the field of psychology. Students will have the opportunity to design and conduct their own experiments. A lab meeting provides each student with the opportunity to learn and practice quantitative analysis and other relevant skills.

Prerequisites: PSY 201 and PSY 231 with a C or higher.

PSY 343 THEORIES OF PERSONALITY Credits: 3

This course will foster an understanding of historic and contemporary theories of personality. Also explored will be the comparison of personality theories using a philosophical framework.

Prerequisites: PSY 201 with a C or higher.

PSY 345 CHILD & ADOLESCENT DEVELOPMENT Credits: 3

An investigation into human development during childhood and adolescence. This course will emphasize the physical, mental, and emotional growth during this age period and special attention will be paid to growth and cultural factors that impact child and adolescent development.

Prerequisites: PSY 321 with a C or higher.

PSY 350 COUNSELING THEORY Credits: 3

A survey of counseling and interviewing procedures as well as the study of recent contributions of psychological theory to counseling techniques.

Prerequisites: PSY 201 with a C or higher.

PSY 351 ADULT DEVELOPMENT Credits: 3

This course exposes students to theories and research related to the developmental process in early, middle, and late adulthood.

Prerequisites: PSY 321 with a C or higher.

PSY 360 FAMILY DEVELOPMENT Credits: 3

This course provides an overview of the family as a developing system. Each stage of the complex family lifecycle will be explored.

Throughout this exploration information on and appreciation of diversity of family forms will be given attention. Students will also explore healthy parenting practices and the research foundation for those practices.

Prerequisites: PSY 201 with a C or higher.

PSY 362 SOCIAL PSYCHOLOGY Credits: 3

Social psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

Prerequisites: PSY 201 with a C or higher.

PSY 364 INTRO TO CLINICAL PSYCHOLOGY Credits: 3

Provides introduction to major concepts and practices associated with clinical psychology, which is the branch of psychology specializing in psychological assessment and treatment. Students learn behavioral, cognitive, intellectual, and personality assessment techniques, consider current issues in the field, and explore various clinical psychology subspecialties (e.g., health/medical, community, neuro, and forensic).

Prerequisites: PSY 201 with a C or higher and MTH 231 or BA 247 with a C or higher.

PSY 370 INTRO TO COMMUNITY PSYCHOLOGY Credits: 3

Community psychology works to strengthen the abilities of communities, settings, organizations, and broader social systems to meet people's needs. It blends research and practice, working with diverse citizens to plan and implement community changes, advance social justice, and use research to inform and evaluate this work. The focus is on helping people access resources and collaborate with others to improve their lives and communities. Instead of helping individuals cope with negative circumstances (e.g., trauma, poverty), community psychology empowers people to change those circumstances, prevent problems, and develop stronger communities.

Prerequisites: PSY 201 with a C or higher.

PSY 380 GLOBAL PERSPECTIVES ON PSYCH Credits: 3

An examination of global perspectives on the history of psychology and current psychological practices across the globe.

Prerequisites: PSY 201 with a C or higher.

PSY 381 INTERNATIONAL SERVICE IN PSYCH Credits: 1-3

This course will provide students with an opportunity to increase their global awareness. This will be accomplished through a faculty-led, short term study abroad program, including a volunteer placement and associated cultural experiences.

Prerequisites: PSY 201 with a C or higher, PSY 380 recommended, Department Chair approval.

PSY 391 PRE-INTERNSHIP SEMINAR Credit: 1

This course is required for students planning to complete a psychology practicum. Students will obtain a site for the practicum during fall semester, which will then be completed in spring semester.

Prerequisites: PSY 201 with a C or higher. Student must have completed one semester in residence at Concordia University.

PSY 399E EXPERIMENTAL COURSE-PSYCHOLOGY Credits: 2

Experimental course option varies by term. Please see academic department for course description.

PSY 410 HELPING SKILLS Credits: 3

Communication theory is explored and skills are presented and experienced through class involvement. These will include skills necessary for interpersonal relationships with individuals and groups.

Prerequisites: PSY 201 with a C or higher.

PSY 412 NEUROLOGICAL PSYCHOLOGY Credits: 3

This course will study the brain and its functions as they relate to human behavior. Particular attention will be placed on brain abnormalities that can lead to mental illness.

Prerequisites: PSY 201 with a C or higher.

PSY 420 HISTORY/SYSTEMS OF PSYCHOLOGY Credits: 3

Students will have an opportunity to study the great thinkers in the field of psychology and its historical traditions. The course will provide a complete perspective as a foundation to an understanding of current psychological research.

Prerequisites: PSY 201 with a C or higher.

PSY 422 PSYCH OF SPORT & PHYS ACTVITY Credits: 3

This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity and how participation in sport and physical activity affect the psychological well-being of the individual.

Prerequisites: PSY 201 with a C or higher.

PSY 434 ABNORMAL PSYCHOLOGY Credits: 3

A survey and evaluation of disorders of personality, thought, and behavior. Includes a review of diagnostic techniques, preventive programs, biological and psychological therapies, and other strategies of intervention.

Prerequisites: PSY 201 with a C or higher.

PSY 442 BRAIN AND BEHAVIOR Credits: 3

This course will study the brain and its function as they relate to human behavior. Particular attention will be placed on brain abnormalities that can lead to mental illness.

Prerequisites: PSY 201 with a C or higher.

PSY 451 PSYCHOLOGY SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 488 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. An opportunity to explore new ideas and current research with faculty and other students.

PSY 489 UNDERSTANDING THE PSYCH MAJOR Credit: 1

This course presents the student with the opportunity to deepen their understanding of the psychology major. This will be accomplished through focused study of the following professional areas: choosing the major in psychology, research methods including the use of library search tools, career development issues in psychology, critical thinking skill-development, and introduction to the research and clinical practice traditions that weave throughout the formal study of psychology at the university level. Students will have the opportunity to use the social sciences to better understand themselves and others. Emphasis will also be given to developing students' familiarity with APA writing style and accessing the scientific literature in psychology. Required for students choosing psychology as a major and anticipating a career and/or advanced studies in the field.

Prerequisites: Psychology majors only.

PSY 491 PSYCHOLOGY INTERNSHIP Credits: 5

This course provides a supervised field placement along with a psychology seminar. The intent of this course is to give the psychology major significant experience towards applying classroom learning.

Prerequisites: PSY 391 with a C or higher and Instructor approval.

PSY 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: PSY 332 with a B or higher.

**PSY 493 THESIS I: LIT REVIEW/PROJ
DES Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: PSY 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**PSY 494 THESIS II: RSCH, WRIT,
DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: PSY 493 with a C or higher.

**PSY 496 PSYCHOLOGY
PRACTICUM Credits: 3**

A departmental specific course.

Prerequisites: PSY 201 and PSY 231 with a C or higher and Department Chair approval.

**PSY 499 INDEPENDENT STUDY Credits:
1-3**

Religion (REL)

**REL 189 PRACTICES IN SPIRITUALTY/SOC
CHNG Credit: 1**

This seminar is paired with REL 190 and serves as a laboratory experience for that class. Through immersive experiences and research the student will engage a social problem and work toward an equitable solution. The seminar is repeatable with alternate subjects.

Corequisite: REL 190.

**REL 190 LDRSHIP IN SPIRITUALTY/SOC
CHNG Credits: 2**

This course offers the student an opportunity to live out the mission of Concordia University. The student will explore the intersections of faith and life through open conversation on issues of science, society, law, and religion. Through hands-on projects, interaction with individuals who are catalysts for social change, and personal and theological reflection, the student will be better equipped to be a leader who serves societal transformation.

Corequisite: REL 189.

REL 211 HIST & LIT OF OT Credits: 3

This course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

**REL 211H HIST & LIT OF OT -
HONORS Credits: 3**

This course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

REL 221 HIST & LIT OF NT Credits: 3

This course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip to the student to undertake the study of religion at the university level by understanding authoritative Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

**REL 221H HIST & LIT OF NT -
HONORS Credits: 3**

This course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip to the student to undertake the study of religion at the university level by understanding authoritative Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

**REL 275 OUTREACH, ASSIMILATION,
VISIT Credits: 3**

Students will identify how they, as Christians, can participate in God's mission to "seek and to save the lost." The diverse components of a congregation's outreach ministry will be discussed, while considering various methods and resources for that ministry. Primary emphasis will be on helping students understand the importance of the role every Christian plays in God's mission so they can motivate and educate Christians, developing and implementing an effective and intentional outreach ministry.

Prerequisites: REL 211 or REL 221 with a D or higher.

**REL 276 PERSONAL CARE
MINISTRY Credits: 2**

Introduces students to active listening, spiritual resources in crisis situations, helping people care, peer counseling, and hospital visitation. Some field work in a local hospital will be required.

REL 288 RELIGION SEMINAR Credit: 1

A seminar on a current issue in religion, ministry, or a mutual relationship with another discipline. Topic will be announced in advance of each seminar offered.

**REL 289 THEOLOGY MAJOR
SEMINAR Credit: 1**

A required seminar of all Religion Majors every year of enrollment, this one hour/week seminar will provide the community of Religion Majors an opportunity to explore deeply a single, narrowly defined topic of religion under the direction of a faculty member. The topics vary from year to year, please consult department for current year's topic.

**REL 299E EXPERIMENTAL
COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

REL 315 OLD TESTAMENT**WRITINGS Credits: 2**

This course examines and analyzes individual texts (e.g. Genesis, Exodus, Isaiah, Jeremiah, etc.), collections of texts (e.g. Pentateuch, Prophets), historical periods (Deuteronomic History, Second Temple Judaism, etc.) and/or themes (wisdom, apocalyptic, pseudepigraphic texts) from the Old Testament/Hebrew Bible.

Commensurate with course topic (which varies each semester), students will explore the varieties of religious, historical, literary, and socio-cultural context which underlies the primary texts. Inquiry into these themes will be aided by modern scholarly methods and tools. Students will also examine how these writings function as Holy Scripture both in Jewish and Christian communities, both in the ancient world and today.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 325 NEW TESTAMENT**WRITINGS Credits: 2**

This course examines and analyzes individual texts (e.g. Matthew, Luke, Romans, Revelation, etc.), collections of texts (e.g. Synoptic Gospels, Pauline Epistles), and/or themes (Johannine Signs, Apocalyptic Thought, Miracles as Performed Parables, etc.). Commensurate with course topic (which varies each semester), students will explore the varieties of religious, historical, literary, and socio-cultural context which underlies the primary texts. Inquiry into these themes will be aided by modern scholarly methods and tools. Students will also examine how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 331 THE CHRISTIAN FAITH Credits: 3

An exploration of the various teachings of the Christian faith, including the doctrines of God and atheism, the relationship of Christianity to the world religions, creation, the person and work of Christ, the work of the Holy Spirit in Christian life, in Scriptures, the church, ministry, sacraments, and the return of Christ to usher in the kingdom of God. We will approach these teachings from the Lutheran perspective, using also the Lutheran confessions, but will compare other denominational views of doctrinal issues.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 332 CAN RELIGION BE**RATIONAL Credits: 3**

Westboro Baptist Church. The Roman Catholic priest sex scandal. Islamic terrorism. Israeli aggression. Jim Jones. Religion has sometimes taken forms that are not only hard to comprehend rationally, but are downright dangerous. However, it has also taken forms that have benefited society such as the creation of hospitals, charities, development projects, and care for the weak. This course will investigate the disconnect between a rationality that can serve the world and a perceived irrational religion particularly the Abrahamic scriptural religions. Can such religions be beneficial, rational enterprises?

Prerequisites: REL 221 or REL 221 with a D or higher.

REL 335 TRENDS MODERN**THEOLOGY Credits: 2**

Within modern theology, one can easily gather together the work of various scholars to demonstrate their concentrated focus on a particular concern or problem. Observing such "trends" is a helpful way for seeing a very large and diverse field through an interpretive framework that allows a variety of theologians, philosophers, and other thinkers whose work impinges upon theology to be understood in a coherent manner. Such trends might include: ethics, ecclesiology, Trinity, gender, ecology, anthropology, Christology, the Holy Spirit, the doctrine of God, worship, etc. Each term that this course is offered, a selection of these trends will become the fodder for investigation and discussion for the purpose of recognizing their impact on the modern church and world.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 336 CHURCH WORK IN**MISSION Credits: 2**

An introduction to the mission of the Church as found in the Scriptures to the most recent strategies used at home and overseas. Students will discover their own roles in the mission of the Church, and will be able to pass on that passion to help create a healthy missionary congregation.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 341 ART IN THE CHURCH Credits: 2

A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.

REL 349 RENAISSANCE &**REFORMATION Credits: 3**

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 351 RELIGION IN AMER LIFE Credits: 3

Explore the fascinating topic of the role of religion in shaping the life of Americans. As a nation that has been influenced predominantly by Christianity since its very beginning, we'll ask about what has changed in the last few centuries. What makes us the kind of religious people we are today? With a focus on the role of religion in our society, especially from a Christian perspective, we'll see that much has changed. Is this for good or for ill? What caused the changes? How does American Religion affect our everyday lives even if we don't consider ourselves religious? We will explore these and many more questions.

REL 352 CH HST I: EARLY CHURCH TO**REF Credits: 3**

This course provides the student with a basic understanding of the history of the Christian Church in its early formative years until the Reformation period. The course covers the intellectual, artistic, liturgical, organizational, devotional, and mission activities of the church, utilizing primary source materials. Emphasis is given to inspiring figures of the era and the challenge they bring also to our contemporary church work.

REL 353 CH HIST II: REFORM TO**TODAY Credits: 3**

This course explores the history of the Christian Church from era of the Reformation through the present, with special attention paid to broad movements which continue to impact the religious scene in much of the world, but especially in North America. Extensive readings in original documents will facilitate an ability to grasp the thought and importance of various figures as well as build critical thinking skills associated with the study of History.

REL 354 MINISTRY IN THE PACIFIC NW Credits: 2

The course will discuss the issues of ministry peculiar to the Northwest, studying the particular geography and history of the region. Students will study the social issues of particular concern to the peoples of the region and the effective models of ministry that have been developed, as well as developing their own.

REL 361 INTRO TO ETHICS Credits: 3

This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.

REL 371 WORLD RELIGIONS Credits: 2

This course introduces the student to the other major religious traditions of the world: Animism, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. Analysis of these religions includes their historical development, basic teachings and beliefs, practices, institutions and cultural expressions. Similarities and differences between various religious traditions as expressions of human spirituality are explored through lectures, discussions, guest speakers and field experiences.

REL 371H WORLD RELIGIONS - HONORS Credits: 2

An introduction to the major living religions of the world: Animism, Judaism, Islam, Hinduism, Taoism, and Confucianism. Classic teachings as well as contemporary religious developments are presented through lectures, speakers, in-depth discussions on primary texts, and experiences.

REL 372 BIBLICAL INTERPRETATION Credits: 3

This course engages students in learning and practicing the steps of careful, thoughtful, and responsible biblical interpretation, or hermeneutics. Students enrolled in the course will become familiar with various tools for biblical interpretation, and learn how to apply various approaches and methodologies to Scripture.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 377 DEPARTMENTAL TOUR Credit: 1

A tour offered by the Religion Department. Details vary by year.

Prerequisites: Instructor approval.

REL 380 CHRISTIAN ENCOUNTER W/OTH REL Credits: 2

This course enables students to increase their understanding of the relationships between Christianity and several other religions. The course will look at the basics of traditional Biblical Christianity and explore ways in which other religions parallel and diverge in thought, in belief and in practice. As a result the student will be able to see and appreciate the depth and breadth of Christianity as it relates to other religions as well as understand more clearly what makes Christianity unique.

REL 381 FLD EXP CROSS-CULTURE UNDERST Credits: 3

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. The student will gain some skill in the language of ministry and research points of contact for effective witnessing.

Prerequisites: REL 371 with a D or higher.

REL 382 ISSUES CHRISTIANITY/OTH RELIG Credits: 3

This course will present the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relations between the religions and grow in comfort relating to another religion.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 388 CLASSICAL GREECE AND ROME TOUR Credits: 0

Visit ancient Greek, Roman, and early Christian locales in Greece, Turkey and/or Italy. Details vary by year. Tour is offered every other year. Enrollment in REL 389 or HST 389 is optional.

REL 389 CLASSICAL GREECE AND ROME Credits: 3

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-state (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

REL 399E EXPERIMENTAL COURSE-RELIGION Credits: 3

Experimental course option varies by term. Please see academic department for course description.

REL 401 FAITH FOR LIFE Credits: 3

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on an Intercultural Experience or Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, the fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

Prerequisites: REL 211 or REL 221 with a D or higher and REL 371 with a D or higher and Junior or Senior status.

REL 401H FAITH FOR LIFE - HONORS Credits: 3

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on an Intercultural Experience or Community Engagement Project. The course will be conducted in a seminar format with students expected to take leadership roles in leading the discussions, demonstrating preparedness, and engaging in significant reflection on the course content. The student will explore the nature of servant leadership, intercultural engagement, the fruitfulness of retrieving religious ideas to understand ourselves and our world, and the implications for a meaningful life as a global citizen.

Prerequisites: REL 211 or REL 221 or REL 211H or REL 221H with a D or higher and REL 371 or REL 371H with a D or higher or concurrent enrollment and Junior status.

REL 401N FAITH FOR LIFE Credits: 3

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on an Intercultural Experience or Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, the fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

Prerequisites: REL 211 or REL 221 with a D or higher and REL 371 with a D or higher and Junior or Senior status; For Nursing majors only.

REL 403 THEOLOGY OF ECOLOGY Credits: 2

Explores contemporary Christian theology and its response to environmental and ecological issues. The course will investigate the nature of our current ecological crisis and the emerging theological insights by Christians deeply concerned about our global environment. Special emphasis will be given to the God-world relationship, biblical and ethical considerations, as well as ecological issues germane to the Northwest.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 411 EARLY CHRISTIAN THOUGHT Credits: 3

This course surveys a particular body of literature produced by the Fathers of the Early Christian Church. These texts are representative samples of the primary documentation regarding the dynamic life and history as well as the struggle and conflict of the church during the Patristic Age (100-500 CE). They introduce a range of topics from Christian worship and ethics, persecution and martyrdom, Trinitarian and Christological theology, anthropology and soteriology, and Biblical interpretation. In this course, we will be introduced to the central figures of this age, the historical context of the issues and debates, and the key tenets of Christianity that emerge during this period to form the heart of Christian theology throughout the history of the church. Finally, we will consider the continuing life of this literature, how it has been read, how it left its mark on diverse Christian communities and cultures in the medieval and modern worlds.

REL 422 MUSIC, WORSHIP, & SPIRITUALITY Credits: 2

The student will study the theology and history of Christian worship, spirituality, and the arts, especially music. The student will learn to develop effective corporate worship experiences and to develop a personal practice of spiritual discipline.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 431 LUTHERAN CONFESSIONAL THEOLOGY Credits: 3

An introduction to the historic Lutheran Confessions, the Lutheran confessional-theological tradition, and the various contemporary approaches to understanding the Confessions as a distinctive witness to the gospel and as a creative and normative resource for contemporary evangelical theology.

Prerequisites: REL 211 or REL 221 with a D or higher.

REL 460 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: REL 371 with a D or higher.

REL 471 RELIGIOUS WORLDS Credits: 3

This course introduces and examines some of the principal theories and methodologies employed in the academic study of religion. Utilizing various psychological, anthropological, sociological, phenomenological, theological, and feminist approaches to the subject, students will examine and explore the central categories of religious thought and ritual to uncovering the specific language, structures, myths, and practices common to all religious traditions. Students will also reflect critically on precisely what religion is and how it can be most appropriately conceptualized and studied.

Prerequisites: REL 371 with a D or higher.

REL 480 RELIGION AND LITERATURE Credits: 2

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' *Narnia*, tragic literature such as Elie Wiesel's *Night*, or comedic literature such as Shakespeare's *As You Like It*.

Prerequisites: REL 211 or 221 with a D or higher.

REL 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

REL 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: REL 482 with a C or higher.

REL 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: REL 482 with a C or higher.

REL 488 RELIGION SEMINAR Credit: 1

A seminar on a current issue in religion, ministry, or a mutual relationship with another discipline. Topic will be announced in advance of each seminar offered.

REL 489 RELIGION MAJOR SEMINAR Credit: 1

A required seminar of all Religion Majors every year of enrollment, this one hour/week seminar will provide the community of Religion Majors an opportunity to explore deeply a single, narrowly defined topic of religion under the direction of a faculty member. The topics vary from year to year, please consult department for current year's topic.

REL 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division standing as a Religion major and Division Chair approval.

REL 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: REL 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

REL 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: REL 493 with a C or higher.

REL 498 INDEPENDENT STUDY Credits: 1-3

School of Management Seminars (SOM)

SOM 251 SOM SEMINAR Credit: 1

A seminar on a current issue in business, health care, social work, or a combination within those disciplines. Topic will be announced in advance of each seminar offered.

SOM 451 SCHOOL OF MANAGEMENT SEMINAR Credit: 1

Business seminars are available primarily as electives focusing on today's business community and development of business technology skills. They are designed to strengthen a student's business concentration. The seminars are usually offered on weekends and/or in the evenings. Some topics have included marketing solutions, the multi-cultural workforce, interviewing techniques, and conflict resolution. The seminars usually require completion of at least one project for evaluation.

Science (SCI)

SCI 101L PROBLEMS IN SCIENCE LAB Credits: 0**SCI 110 INTRO TO SCIENCE WITH LAB Credits: 3**

An introduction to the empirical nature of science, with emphasis placed on examining one or more current problems facing the world of life from a biological and physical science perspective.

SCI 110L INTRO TO SCIENCE LAB Credits: 0**SCI 112 ENVIRONMENTAL SCIENCE WITH LAB Credits: 3**

A study of the critical state of the earth's environment and how humans affect and are affected by it.

SCI 112H ENVIRONMENTAL SCIENCE - HONORS Credits: 3

A study of the critical state of the earth's environment and how humans affect and are affected by it.

SCI 112L ENVIRONMENTAL SCIENCE LAB Credits: 0**SCI 125 SCIENCE FOR ELEMENTARY TEACHER Credits: 3**

This course introduces students to a spectrum of science content with the focus being on inquiry and engineering in the elementary classroom. Subject content is woven into lab practice with the intention of developing best practice methods and instruction. This course also focuses on using content in a variety of areas to create thematic questions that fuel research, test hypothesis, and solve practical problems both on a small scale and globally.

Prerequisites: SCI 110 with a D or higher.

SCI 199E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

SCI 230 CLASSICAL ROOTS OF LANGUAGE Credits: 3

This course prepares students for the successful study of medicine and the sciences by equipping the students with a working technical vocabulary which is frequently used within those fields as well as a cultural understanding of Classical Antiquity and its impact on the present.

SCI 399E EXPERIMENTAL COURSE Credits: 2

Experimental course option varies by term. Please see academic department for course description.

Social Work (SCW)

SCW 251 INTRO TO SOCIAL WORK Credits: 3

This course provides an overview of professional social work including the values, ethics, knowledge base, and history of the profession. The connections between the social work profession, social justice, and the social welfare delivery system are explored. Students are introduced to the many practice areas in which social workers work, including mental health, medical, school, criminal justice, gerontology, addictions, anti-poverty, and community-based settings. To better understand the profession students will visit community agencies and have guest speakers from diverse social work practice settings.

SCW 321 SOCIAL WORK INTERVIEWING Credits: 3

This course prepares students to use a strengths-based, solution-focused approach to interviewing. Students learn how to interview clients in a variety of situations, including mandated clients and clients in crisis. The course includes hands-on practice in interviewing and uses videotaping to maximize student learning. The principles of motivational interviewing are also addressed in this course.

Prerequisites: SCW 351 with a C or higher or concurrent enrollment.

SCW 351 HUMAN BEHAV IN SOC ENV Credits: 3

This course provides an introduction to the various theories of human behavior in the social environment as a foundation for social work practice. The relationship among biological, psychological, social, and cultural systems as they affect the person-in-environment will be examined. Critical thinking and theory application skills will be emphasized.

Prerequisites: SCW 251 and WR 308 with a C or higher and SOC 220 with a D or higher or concurrent enrollment.

SCW 352 SW PRACTICE W/ INDV/FAM/GRPS Credits: 3

An introduction to the theories and skills essential for effective, beginning social work practice with individuals, families and groups, including the application of the problem-solving/solution-building process.

Prerequisites: SCW 351 with a C or higher or concurrent enrollment.

SCW 353 SW PRACTICE W/COMMUNITY & ORG Credits: 3

An introduction to the knowledge, theories, and skills essential for effective, beginning social work practice with communities and service organizations. This course emphasizes social justice and planned change at the community and organizational levels.

Prerequisites: SCW 352 with a C or higher.

SCW 354 SPIRITUAL & CULTURAL DIVERSITY Credits: 3

Social workers work with people who represent many spiritual and cultural backgrounds. This course assists students in understanding their own beliefs and cultural identity in order to understand the other person. Students learn to recognize the barriers and opportunities associated with various aspects of spiritual, cultural, and other identity factors. Students will learn to successfully build relationships with and provide responsive services for people from backgrounds different from their own by adjusting their communication style and modifying their behaviors.

Prerequisites: SCW 251 with a C or higher or concurrent enrollment.

SCW 361 CHEM DEP & ADDICT BEHAV Credits: 3

A course designed to introduce the student to the area of chemical dependency by providing an overview of the social issues related to chemical dependency, examination of the social structure, and assessment and treatment methodologies.

Prerequisites: PSY 201 with a C or higher.

SCW 363 BSW SKILLS Credits: 3

This course prepares students to apply generalist social work skills across some of the most common situations faced by social workers: addiction, mental health, interpersonal violence, and crisis. Students will learn to recognize the signs and symptoms presented by clients in these four areas, as well as describe the appropriate role of the BSW. Students will proactive specific engagement, screening, and referral methods. They will gain confidence in suicide assessment and intervention.

Prerequisites: SCW 352 with a C or higher.

SCW 365 SW W/ CHILDREN & ADOLESCENTS Credits: 3

This course provides an exploration of social work practice with children and adolescents, including provision of services to children and adolescents in schools, groups, out-of-home placements, in nontraditional families, and families affected by illness or death.

Prerequisites: PSY 201 with a C or higher.

SCW 391 PREPRACTICUM SEMINAR Credit: 1

The purpose of this seminar is to prepare junior-level Social Work students to begin their first semester of social work practicum. Students will examine their career goals, the social work knowledge, skills and values they want to further develop, and the practicum settings where they will best be able to accomplish these goals. By the end of the seminar, students are expected to have finalized their practicum site and supervisor arrangements. Students should enroll in this course the semester immediately preceding their practicum.

Prerequisites: SCW 353 and SCW 363 with a C or higher.

SCW 399 INTL STUDY TOUR Credits: 3

This social work study tour is designed to give students the opportunity to learn and experience how social work is practiced in another culture. A Concordia faculty member will accompany students as they visit social service agencies and attend lectures given by social work faculty from that culture. Students will be able to explore how culture and values influence the social work profession and the delivery of social services. This course is generally scheduled for May or during Spring Break.

Prerequisites: PSY 201 with a C or higher.

SCW 441 GRANT WRITING Credit: 1

This seminar provides beginning skill instruction in the seeking and management of grants. Topics covered include grant-related concepts, investigating grant opportunities, research for grant development, proposal writing and presentation, and receiving and managing grants.

Prerequisites: SCW 353 with a C or higher
Corequisites: SCW 492.

SCW 451 SEMINARS IN HSS TOPICS Credit: 1

Current advanced social work topics in a workshop format. Topics will be announced by the program director.

SCW 471 SOCIAL RESEARCH METHODS Credits: 3

This is an introductory course to the scientific, analytic approach to building knowledge for practice. In this course students learn to develop and use empirically based knowledge, including both qualitative and quantitative methods. Students will also become informed consumers of research reports for the purpose of informing social work policy and practice.

Prerequisites: SCW 353 with a C or higher and MTH 097.

SCW 472 SOCIAL WELFARE POLICY Credits: 3

This course covers the history of the current structure of social welfare services and the role of policy in service delivery, social work practice, and the attainment of individual and social well-being. Students will become equipped to participate in policymaking at the agency, local, state, and national level and be prepared to effectively analyze social policy.
Prerequisites: SCW 492 with a C or higher or concurrent enrollment.

SCW 482 THE PROFESSIONAL SOCIAL WORKER Credits: 3

This course focuses on issues related to beginning generalist social work practice. How do personal values relate to professional practice? How does one continue to develop professionally once working in the field? How can one do self-care to avoid burnout? Since part of being a professional is understanding and adhering to a professional code of ethics, the NASW code of ethics will be examined, and students will develop strategies for dealing with ethical conflicts. This course should be taken during the student's last semester in the Social Work Program.

Prerequisites: SCW 492 with a C or higher or concurrent enrollment. Recommended last semester of SCW 492.

SCW 491 SOCIAL WORK PRACTICUM Credits: 1-6

This course is an educationally directed, coordinated, and monitored field practicum focused on the role of the generalist social worker. Senior level students spend a minimum 400 clock hours over two or three semesters in a supervised social work setting. The emphasis is on the student's application of the knowledge, skills, and values developed in previous social work courses and through life experience.

Prerequisites: SCW 391 with a C or higher
Corequisites: SCW 492.

SCW 492 PRACTICUM SEMINAR Credits: 1-4

This seminar course supports social work practicum students in their integration of classroom learning and field instruction. Academic assignments are designed to facilitate professional, reflective, evidence-based, and resilient social work practice. Must be taken concurrently with SCW 491; see Social Work Practicum Manual for details.

Prerequisites: SCW 391 with a C or higher
Corequisites: SCW 491.

SCW 499 INDEPENDENT STUDY Credits: 1-3

Sociology (SOC)

SOC 220 PRINCIPLES OF SOCIOLOGY Credits: 3

This course is an introduction to sociological principles, social institutions, social structure, social changes, and social and cultural trends.

SOC 230 DIVERSITY STUDIES Credits: 3

An examination of sociological theory and concepts as a foundation for the study of social and cultural diversity in American society. The etiology of institutional discrimination and individual prejudices are examined with the focus on their effect upon human behavior and institutional performance.

SOC 231H RESEARCH & STATS TECH - HONORS Credits: 3

SOC 321 SOCIOLOGY OF DIVERSITY Credits: 3

An examination of social and cultural diversity in American society. The etiology of institutional discrimination and individual prejudices are examined, with a focus on their effect upon human behavior and institutional performance.

Prerequisites: SOC 220 with a C or higher.

SOC 331H RESEARCH AND STATS - HONORS Credits: 3

SOC 362 SOCIAL PSYCHOLOGY Credits: 3

Social Psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

SOC 496 SOCIOLOGY PRACTICUM Credits: 3

A departmental specific course.

Prerequisites: Department Chair approval.

SOC 499 INDEPENDENT STUDY Credits: 3

Spanish (SPA)

SPA 101 SPANISH I Credits: 3

A study of the fundamental skills of listening, comprehension, and speech of the Spanish language and acquaintance with customs and culture.

SPA 102 SPANISH II Credits: 3

Continued development of the skills begun in Spanish II. Further emphasis on conversational skills.

Prerequisites: SPA 101 with a D or higher.

SPA 201 INTERMEDIATE SPANISH I Credits: 3

A study of the intermediate skills of listening, comprehension, and conversation of the Spanish language.

Prerequisites: SPA 102 with a D or higher.

SPA 202 INTERMEDIATE SPANISH II Credits: 3

Continued development of the skills begun in Intermediate Spanish I.

Prerequisites: SPA 201 with a D or higher.

SPA 301 SPANISH LIT/CULTURE I Credits: 3

A study of the literature and culture of Spanish-speaking countries with a primary focus on Mexico and Mexican history. Included will be readings from Spanish literature. The course will be conducted entirely in Spanish.

Prerequisites: SPA 202 with a D or higher.

SPA 302 SPANISH LIT/CULTURE II Credits: 3

This course is a continuation of Spanish Literature and Culture I.

Prerequisites: SPA 301 with a D or higher.

SPA 401 ADVANCED SPANISH I Credits: 3

A study of the advanced skills of listening, comprehension and conversation of the Spanish language.

Prerequisites: SPA 202 with a D or higher.

SPA 402 ADVANCED SPANISH II Credits: 3

Continued development of skills begun in Advanced Spanish I.

Prerequisites: SPA 401 with a D or higher.

Sports Management (SPT)

SPT 461 PRIN OF SPORTS,REC & WLNS MGMT Credits: 3

This course offers a systematic study of the foundational principles of management in Sports, Recreation, and Wellness Programs. Students will develop an understanding of administrative philosophy, management principles, and issues as they relate to the various elements of education, sports, recreation, and fitness program management.

SPT 462 SPORTS,REC AND WLNS

MKTG Credits: 3

This course examines the challenges of attracting and retaining sports, recreation, and wellness consumers in a growing \$430B industry. It surveys the current state of marketing practices and innovative future strategies and tactics. Students study the specific set of challenges and opportunities facing sports, recreation and wellness organizations, and then apply these concepts to their own final project, in which they develop a strategic marketing plan for an existing sports, recreation, and/or wellness organization.

SPT 463 SPORTS,REC & WLNS FINC & SPNSR Credits: 3

This course presents an in depth study and overview of financing, fundraising skills and methods used to fund the operations of sports, recreation, and wellness enterprises. An emphasis is placed on developing realistic objectives and workable solutions for various market environments. Students will study business models that support the activities and products in sports, recreation, and wellness organizations understanding how to finance and monetize these activities and products and how to create sustainable revenue streams.

SPT 464 LEGAL ISS SPRTS,REC,WLNS MGMT Credits: 3

This course introduces students to the influential role that law plays in both professional and amateur sports. The course will emphasize the legal aspects specific sports agency, recreational, and wellness risk management and mitigation. Through discussion, problem-solving, and research, students will learn the fundamentals of our legal system and the essentials of those substantive areas of the law that impact sports marketing. Topics include the commercial interests of professional leagues and teams; the marketing interests and rights of athletes; and the opportunities and limits of commercialization within amateur sports. The course will also examine the ethics of modern day sports-related industry and how behavior, events, and attitude affect the industry growth.

Prerequisites: BA 352 with a C or higher.

SPT 470 BASEBALL GM & SCOUTING Credits: 2

This internship course offers the most unique cutting edge theories including sabermetrics, general manager and traditional scouting skills, and evaluative tools to create a new generation of modern general managers of professional and collegiate baseball teams. In the ever-changing dynamics of the business of baseball management, today's baseball general manager must learn to balance a budget in the club house and remain competitive on the field. This training course is for those individuals who are interested in jobs and careers in professional baseball.

SPT 471 BASKETBALL GM & SCOUTING Credits: 2

The Basketball General Manager and Scouting internship course offers cutting edge theories on how to develop a career in professional basketball. This course will cover issues including basketball operations, team management, scouting talent, player personnel, new age ways of scouting, NBA traditional scouting, studying basketball on paper and other essential tools of modern general managers of professional and collegiate basketball organizations. Former NBA director of Player Personnel Ed Gregory and Frank Burlison facilitate the weekly audio chats.

SPT 472 FOOTBALL GM & SCOUTING Credits: 2

This internship course's main focus is developing the student's understanding of the game, how to evaluate talent, and introducing them to some of the cutting-edge theories in the world of Football. Scouts will learn how to scout for both talent as well as the opposing team's offensive plays. Those students interested in working their way up in the world of football need insider knowledge on football operations, football scouting, player management, team financial management and evaluation and the overall business of football. If students want to further your understanding of football that you need to learn, you'll need to be mentored by those in the game.

SPT 473 MOTOR SPORTS MANAGEMENT Credits: 2

Auto Racing is the number one spectator sport in the world; yet, behind the scenes, there are thousands involved. The object of this internship course is to provide students with educational tools, concepts and training that will allow them to effectively carry out all business, administration, competition, structural, media and sponsor issues as drivers and as members of a team. This course will give you the foundation to many auto racing jobs including Race Director, Crew Chief, Spotter, Team Manager, etc. The student learns the strategies and skills necessary to get the best results from your Race team.

SPT 474 SOCCER MGMT & SCOUTING Credits: 2

The Soccer (Football) Management and Scouting internship course will teach cutting-edge theories on how to develop a career in professional soccer. It will cover issues including soccer club operations, team management, scouting talent, player personnel, new technology of scouting, traditional scouting, business aspects of running a soccer club and other essential tools of modern managers of professional and private soccer clubs.

SPT 475 HOCKEY GM & SCOUTING Credits: 2

The Hockey General Manager and Scouting internship course will cover issues including hockey operations, team management, scouting talent, player personnel, cutting edge ways of scouting, NHL traditional scouting techniques, statistical analysis and other essential tools of modern general managers of professional, major, junior and collegiate hockey organizations. Students will be trained in RinkNet Software.

SPT 476 RUGBY MANAGEMENT Credits: 2

The Rugby Management internship course will cover topics including an analysis of the structure of world rugby, and understanding of the business structure of a club, revenue streams, ticket sales, sponsorship opportunities, match day operations, PR and community initiatives. From a team management perspective, issues including rugby team operations, rugby club management, talent identification, team sponsorship, refereeing, and coaching at all levels, from international rugby down to amateur rugby, are addressed as well as operations at the local or international level including rugby union, rugby league, and rugby sevens.

SPT 480 ATHLETE MANAGEMENT Credits: 2

This internship course includes training in professional athlete contract negotiation, athlete endorsements, arranging promotional opportunities and appearances, individual sport certifications, legal and financial issues, recruitment, draft and/or workout preparation, athlete marketing, post career counseling, and athlete mentoring skills. After successful completion of the Athlete Management Course, graduates are offered the opportunity to work as a Sports Agent in their region and represent athletes through Sports Management Worldwide's international full-service sports agency.

SPT 481 SPORTS PR & NEW MEDIA Credits: 2

The Sports PR and new Media Course is designed to provide the student with the skill set and competitive edge that will distinguish you from others when applying for sports journalism, sports public relations and information and communication jobs. Upon completion of the course you will be thoroughly trained and ready to make a difference in the communication side of a sports organization. Students will get hands on experience in the field of sports media, sports journalism, publicity, media relations, fan relations and marketing to add to their resume.

SPT 482 SPORTS ADMINISTRATION Credits: 2

The Sports Administration internship course catapults the student's career in facility and program management in athletics and sports venues around the world. The Sport Administration course provides aspiring students an opportunity to learn the skills that governing bodies, non-profit organizations, collegiate properties, club and community venues and sports management programs seek when hiring new employees. Apply these learnings to enhance revenues, manage cost effective programs, manage and maintain a full menu of sports, work community relations, and work with a board of directors and more.

SPT 483 SPORTS BROADCASTING Credits: 2

In this internship course, students will learn the art of the play by play, how to host weekly coaching shows, how to create a sports personality, and even how to create their own sports talk shows. Sports broadcasting via the internet can be an opportunity for any sports organization to grow their fan base, generate money through sponsorship and advertising, and create career opportunities.

SPT 484 DIGITAL VIDEO EDITING Credits: 2

The Digital Video Editing internship course provides aspiring students an opportunity to learn the skills and methods used by video departments at the high level of sports. This is a one of a kind, eight week online course for individuals who are passionate about securing or improving their career in the video department of any professional sports team. Many people will make the video department a career in and of itself, while others will want to use the video department as a stepping stone to a career in coaching or player personnel. When a game ends, who is responsible for breaking down the film? Who prepares tape for coaches and management for game preparation? How do scouts prefer film cut up on players? SMWW is partnered with Synergy Sports Technology to offer the most up to date technology being used in sports.

SPT 485 SPORTS BUSINESS MGMT Credits: 2

The Sports Business Management internship course offers students the opportunity to learn the skills professional sports organizations look for when hiring new employees. This is a unique, 8 week online course for individuals who are passionate about sports and want to work in the front office of a professional or collegiate sports team. Individuals who take this course will be catapulted to the top of the hiring lines because they have the specific skills and training that teams look for when hiring new employees. Through SMWW's network of relationships, graduates will be assisted in finding a job and/or internship upon completion of the course.

SPT 486 SPORTS CAPOLOGY Credits: 2

The Sports Capology internship course provides the academic foundation for issues involved with salary cap management in top professional sports leagues. It is designed as a roadmap to better understanding player contracts in professional sports and the key components germane to becoming a successful Salary Cap Analyst. During the course students will also discuss the various facets of a subsequent career in which a solid understanding of salary cap management will apply to like athlete representation.

Teaching English to Speakers of Other Languages (TESL)

TESL 405 INTERCULTURAL COMMUNICATION Credits: 3

Globalization is one of the major forces shaping our world. If we look at the spread of information, ideas, capital, media, cultural artifacts—or people—we can see that the boundaries and borders that have historically separated one country or one group from another are becoming more and more permeable. This course is designed to help students meet the challenges of living in a world in which we regularly interact with people from different cultures.

Theatre Arts (TA)

TA 206 INTRO TO THEATRE Credits: 2

Explore the role and activity of theatre in society. Introduces students to the major genres of drama and styles of production, as well as to the artists and artisans of theatre. A representative selection of plays is read and discussed. Students will also view and critique several live performances outside of class. This is an ideal foundation course for students of theatre and dramatic literature.

TA 208 ACTING I Credits: 2

Investigates the actor's art and discipline, the development of internal and external skill is stressed. Includes the performance of scenes.

TA 299E EXPERIMENTAL COURSE Credits: 2

Experimental course option varies by term. Please see academic department for course description.

University Studies (UST)

UST 482 INTERNSHIP PREP Credit: 1

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

UST 483 INTERNSHIP I Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: UST 482 with a C or higher.

UST 484 INTERNSHIP II Credits: 2

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

Prerequisites: UST 482 with a C or higher.

UST 492 SENIOR THESIS PREP Credit: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper division standing as a University Studies major and Division Chair approval.

UST 493 THESIS I: LIT REVIEW/PROJ DES Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from Concordia's Institutional Review Board (IRB) to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: UST 492 with a B or higher, upper division standing, and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

UST 494 THESIS II: RSCH, WRIT, DEFENSE Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts & Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

Prerequisites: UST 493 with a C or higher.

Writing (WR)

WR 107 ENGLISH COMP ESL Credits: 3

English writing skills (grammar, punctuation, word usage, sentence construction) for baccalaureate-level international students. This class fulfills General Education requirements for non-native speakers of English.

Corequisites: WR 121.

WR 115 WRITING STUDIO Credits: 3

This course serves as a preparatory writing class for students who elect or are required to complete the course prior to enrolling in English Composition. The course focuses on foundational aspects of college writing and supports students' writing in other courses. Taken as WR 215, in preparation for a 300 level writing course, students produce a final portfolio of writing that meets self-identified goals. This course may additionally use electronic media to enhance the individualized approach to writing used in this course.

WR 121 ENGLISH COMPOSITION Credits: 3

English Composition challenges students to be critical readers and writers of texts and culture across the curriculum. Students will practice a variety of rhetorical strategies as they develop responses to reading and class discussion about contemporary topics. Additionally, this course introduces students to the conventions of MLA and APA documentation style and the principles of using the writing of others in support of their own argument.

WR 121H ENGLISH COMP - HONORS Credits: 3

Writing 121H is designed to help students become more confident and skilled writers. Instruction will focus on the writing process: brainstorming, freewriting, organizing information, drafting, critiquing, revising and proofreading. Honors students will write five essays and a longer I-search paper. In-class assignments include journaling, writing exercises, and quizzes based on the reading. Students will work closely in peer groups, and will meet in one-on-one conferences regularly with the instructor. The writer Anne Lamott describes writing as "work and play together." It is hoped that students will find this mixture of freedom and clarity in their own work.

WR 215 WRITING STUDIO Credits: 3

Taken in preparation for a 300 level writing course, students produce a final portfolio of writing that meets self-identified goals. This course may additionally use electronic media to enhance the individualized approach to writing used in this course.

WR 303 RHETORIC APPR TO LIT & CULTURE Credits: 3

Students will learn and practice explication and research skills for writing about literature, including introduction to contemporary critical methodology and literary review. The course will use a variety of short and long literary texts as the basis for reading, writing, and discussion.

Prerequisites: WR 121 with a D or higher.

WR 303H RHETORIC APPR TO LIT & CULTURE HON Credits: 3

Students will examine the coming-of-age memoir in contemporary American literature. How does one move from childhood to adulthood? Why is the road so bumpy? How do gender, race and culture influence one's coming-of-age experience? What are the universal difficulties of growing up? What are the universal joys? Through a careful analysis of text, thoughtful discussion, and honest memoir writing, students will explore several writers' journeys to adulthood, as well as their own.

Prerequisites: WR 121 or WR 121H with a D or higher.

WR 304 CREATIVE NON-FIC: ART OF ESSAY Credits: 3

Students will practice the art of creative non-fiction writing in both long and short review and personal essays. Reading will consist of both classic and contemporary texts at the instructor's discretion.

Prerequisites: WR 121 with a D or higher.

WR 304H CRTIVE NON-FIC: ART ESSAY HON Credits: 3

Students will practice the art of creative non-fiction writing in both long and short review and personal essays. Reading will consist of both classic and contemporary texts at the instructor's discretion. Students will develop knowledge of the different forms that Creative Non-Fiction can take, the different purposes it can serve. Students will have substantial opportunities to practice these forms.

Prerequisites: WR 121 or WR 121H with a D or higher.

WR 305 JOURNALISM Credits: 3

Students will be introduced to the basics of journalism and feature writing. They will conduct research through conventional academic forums as well as learn interviewing and primary data gathering strategies. Students will write short reviews and news articles as well as a long, feature report project.

Prerequisites: WR 121 with a D or higher.

WR 305H JOURNALISM HONORS Credits: 3

Students will be introduced to the basics of journalism and feature writing. They will conduct research through conventional academic forums as well as learn interviewing and primary data gathering strategies. Students will write short reviews and news articles as well as a long, feature report project.

Prerequisites: WR 121 or WR 121H with a D or higher.

WR 307 SCIENCE WRITING SOCIAL CHANGE Credits: 3

This is a literary science and environmental writing course. Student will learn how to write about science and the environment in a way that communicates vital information as well as tells a good story. This is not a technical science writing course. We do not write lab reports or submit grants for scientific research.

Prerequisites: WR 121 with a D or higher.

WR 307H SCIENCE WRITING - HONORS Credits: 3

Upon successful completion of this course, students will be able to proficiently write essays in the field of science writing. English majors, science majors, teachers, and anyone interested in nature, science, environment and conservation issues will benefit. Science students will have explored other ways in which they might apply their scientific knowledge. Guest speakers will have provided information to students about career opportunities. Writers and English majors will have explored a whole new world of literary studies. Education majors will have gained new and creative ways to teach children about nature and environmental stewardship.

Prerequisites: WR 121 or WR 121H with a D or higher.

WR 308 ADVANCED RESEARCH WRITING Credits: 3

Helps students understand themselves as writers, and to become acutely cognizant of individual writing challenges in diction, structure, conventions, fluency and focus. The writer will learn to use a scholar's voice and best-practice research methods using APA formatting, and will become discerning consumers of scholarly literature.

Prerequisites: WR 121 with a D or higher.

WR 352 CREATIVE WRITING Credits: 3

An introduction to the principles of short story writing. Students will read a variety of classic contemporary models, engage in journal writing, workshop discussion, and individual conferencing. Publishing opportunities and protocols also discussed. Students wishing to do a creative writing thesis as their senior project should take this course as early as possible in their course work. May be repeated once for a total of six credits if the topics of each class are unique.

Prerequisites: WR 121 and one upper division writing course with a D or higher.

WR 397 C & I:WRITING Credits: 3

For students who will be teaching English/ Language Arts in the high school, junior high school, or middle school, this course is designed to familiarize them with the topics they will be required to know and teach as they help secondary students become articulate and thoughtful writers.

Prerequisites: WR 121 and one upper division writing course with a D or higher.

GRADUATE COURSE DESCRIPTIONS

Education Administration (EDAD)

EDAD 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDAD 560 HUMAN & FINANCIAL RESOURCES Credits: 3

This course will introduce the techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of results. Human and fiscal resources and maximizing their use will be explored. Students will study finance, accounting practices, budget reporting procedures for faculty, board members, and district officials.

EDAD 573 EQUITY, ACES & ISS IN SCH LAW Credits: 3

In her opinion for the landmark Supreme Court decision supporting affirmative action programs, Sandra Day O'Connor issued a 25 Year Challenge to end the need for affirmative action programs in education. In this course we will examine the relationship between educational inequities and access. Can this challenge be met? What is the role of education and schools of education in addressing various forms of inequality? Should education or schooling be seen not as THE solution, but perhaps as contributing to the problem? What other societal issues and challenges affect our public educational system? How can we examine where we've been, not only in the last 50 years and where we are going in the next 25, but how does this time period reflect what the Founding Fathers saw for us? Are we (as a community and as educators/policymakers/scholars) heading in the right direction so that affirmative action programs may not be necessary in 2028? What are our visions for the next 25 years in terms of education, access, equality and social justice?

EDAD 578 SOCIAL, POLITICAL CULTURAL ISS Credits: 3

This course examines the voyage of public education from its early beginnings to its current role and impact on American society as it addresses factors that have led American education to its current role in society. Candidates will examine the significant impact legal, social, political, ethical, cultural and economic issues have played in shaping the current learning community. Through research and collegial discussion, candidates will also hypothesize future issues that may confront schools, and will investigate individuals and interest groups that influence and develop educational policy and practice. Special emphasis will be placed on societal values and concerns that influence schools in a democracy and their role in determining schools' policies.

EDAD 607 LEADING THE SCHOOL COMMUNITY Credits: 3

This course introduces prospective administrators to the essential skills and competencies necessary for effective school leadership in an environment of change. The principles and processes of educational administration, the numerous roles of the principal, the need for collaboration and partnering with all members of the school community, and current research relating to school leadership are all emphasized. The course aims to intentionally provide students with a number of the administrative skills outlined in the latest OARs.

EDAD 610 BEGINNING THE LEADERSHIP JOURNEY Credits: 3

The purpose of this course is to assist prospective leaders to prepare for their initial assignments by providing a base of both knowledge as well as skills in the critical areas of instruction, data, change and accountability. These knowledge and skills are an essential part of being an instructional leader, of being a leader who not only understands research but can replicate the effective practices that it describes, a leader who has a laser focus and the ability to lead a district/building in its efforts to continually improve instruction and increase student achievement.

EDAD 615 LEADERSHIP THAT MAKES A DIFFERENCE Credits: 3

This course builds a knowledge base for understanding the critical role educational leadership plays in creating a culture of learning for all students, teachers and leaders. The course will provide students with an understanding and skills for providing leadership that ensures collaboration, as well as how to create continuous organizational learning, focus and energy.

EDAD 622 SCHOOL LAW Credits: 3

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it behooves the educator of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDAD 650 PRELIM ADMIN LICNSE PRACTICUM Credits: 3

The Preliminary Administrative License (Pre-AL) practicum provides administrative candidates with practical experience, planned in collaboration with the Concordia University Supervisor, put into written form, and approved by the Site Mentors. This 360 hour (minimum) practicum is designed to provide opportunities for aspiring school administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective educational leadership. It enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an accredited public or private school environment.

Prerequisites: EDGR 500 and EDAD 607 with a B- or higher.

EDAD 652 PROF ADMIN LICNSE PRACTICUM Credits: 3

The Professional Administrator License Practicum provides administrative candidates with practical Pre-K–12, district-level experience, designed to provide opportunities for aspiring district administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective leaders at the district level. This 280-hour (minimum) practicum enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an appropriate setting.

Prerequisites: EDGR 500 with a B- or higher.

EDAD 672 COMMUNICATION & CONFLICT MGMT Credits: 3

This course emphasizes the need for powerful and positive communication among school leaders and all elements of the school community. The course also examines issues administrators often face when working with school boards and school employees, and provides insights into specific skills necessary to help develop effective working relationships. Finally, the course also presents candidates with contemporary strategies for managing conflict among school stakeholders, understanding and managing the collective bargaining process, and additional insights on contract negotiation.

EDAD 699E EXPERIMENTAL COURSE Credits: 3

Experimental course option varies by term. Please see academic department for course description.

Education Curriculum Instruction (EDCI)

EDCI 501 PRINCIPLES OF ETHICS AND LOGIC Credits: 3

This course will focus on the study of ethics and formal logic related to the profession of teaching and school administration. Contemporary issues within education will be explored and course principles will be used for application in one's immediate work environment. Candidates will investigate the use of valid and sound logic and articulate a personal code of ethics which includes the following components: accountability, respect, fairness, integrity and compassion.

EDCI 502 ADOL LITERACY: THE CHALLENGES Credits: 3

This course begins with a study of literacy for adolescents as a meaning-making strategic process, a skill that is essential to achieving proficiency in adolescent literacy. An examination of the sources of challenges to adolescent literacy will be completed – such as the explicit background knowledge needed across academic disciplines in order to successfully read content-area texts. Educators will gain an understanding of the characteristics and needs across the range of students who face challenges in adolescent literacy including struggling readers, reluctant readers, English language learners, students with learning disabilities, and returning young adults. Research-based approaches and best practices to address the challenges of adolescent literacy will be presented.

EDCI 503 ISS & ADVOCACY IN ERLY CHLD ED Credits: 3

This course provides an overview of the field of early childhood education by exploring its past, present and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Students will become familiar with advocacy for children and families at the local, state, and national levels.

EDCI 504 ECE: A CONSTRUCTIVIST APPROACH Credits: 3

This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.

EDCI 505 PLAY IN EARLY CHLDHD EDUCATION Credits: 3

This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the pre-school and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

EDCI 506 A DEV APP TO LANG ACQUISITION Credits: 3

Human beings are intimately and irrevocably linked to language. The topic of language acquisition poses profound questions about our understanding of the human mind and leads us to many fascinating and, at the same time, frustrating and complex areas of study. In this class students will start at the beginning of language development in children (Pinker, 2008). As Steven Pinker writes in *The Language Instinct: Languages are complex combinations of elegant principles and historical accidents. We cannot design new ones with independent properties: we are stuck with the confounded ones entrenched in communities. Students will, through an interdisciplinary approach, learn how language is acquired from birth through a child's developmental years. Since children are developing their cognitive, perceptual, social and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.*

EDCI 507 AC LIT: READ/WRITE IN DISCIPL Credits: 3

The elements essential to the teaching of reading in the academic disciplines will be addressed in this course. Content-embedded instructional practices that improve disciplinary literacy, the use of strategic tutoring, continuous progress monitoring through the use of ongoing formative assessment, data-based decision making and the development of a comprehensive interdisciplinary literacy program are a few of the features of an effective academic literacy program that will be studied.

EDCI 508 IMPR AD LIT:TRANS INT & TECH Credits: 3

The use of transformative intervention strategies and the innovative use of technology resources to support and improve adolescent literacy are the focus of this course. Electronic references, video supports such as virtual manipulatives and animated illustrations, digital text, text-to-speech, spell checkers, word prediction software along with how students can adapt the technology used in their daily lives are examples of resources that will be examined for their application in transformative intervention strategies used to improve adolescent literacy.

EDCI 512 ENVIRONMENT: PAST & PRESENT Credits: 3

This course is a study of the environmental history of Earth starting with an examination of the past status of nature, what the earth's past can contribute to an understanding of what may happen in the future, and continuing through to the earth's status today. Common, underlying themes that contribute to a study of the environment will be explored, such as thinking of the earth in terms of systems and interdependence; that is, everything on earth is connected to everything else. The targeted outcome for students in this course is well-developed environmental literacy.

EDCI 514 INSTR ANALYSIS & DEVELOP HPE Credits: 3

In this course, experienced health and physical educators will learn to analyze and evaluate systematically the quality of their teaching skills. Through a variety of lab exercises, as well as reading the professional literature, students will be able to assess their own instructional strategies and gain new perspectives on observing the learning experiences of their students.

EDCI 519 DIVERSITY IN HPE Credits: 2

In this course students will have the opportunity to identify, synthesize, and debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on examining curriculum, strategies, and behaviors that assist in this course students will have the opportunity to identify, synthesize, and debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on examining curriculum, strategies, and behaviors that assist in creating an inclusive and positive learning environment for individuals with disabilities and individuals from diverse ethnic and cultural backgrounds.

EDCI 522 INSTRUCTIONAL MENTORING Credits: 3

This course explores instructional mentoring techniques in collaboration, modeling, questioning strategies, key instructional strategies, formative assessment and observational strategies. Mentors are prepared to serve their schools and districts by supporting teachers and administrators in the quest of developing highly skilled, confident educators, and influencing the retention rate of beginning teachers entering the educational setting.

EDCI 523 TRANSFORMING TEACHING-RDG/ WRTG Credits: 2

This course allows teachers to examine their own reading and writing practices while examining the best of reading and writing research and practice and applying it to their own situations.

EDCI 524 TRANSFORMING TEACHING-WRITING Credits: 2

This course helps teachers improve their confidence and ability to teach writing in any genre, in any curriculum.

EDCI 525 TRANSFORMING TEACHING-READING Credits: 2

This course helps teachers learn how to use guided reading, shared reading, read-alouds, and other research-based practices to help student make sense of text.

EDCI 526 FOUNDATION MATHEMATIC CONCEPT Credits: 3

This course presents an overview of the principles set forth by the National Council for Teachers of Mathematics and is designed for teaching all learners: Equity, Curriculum, Teaching, Learning and Assessment. In the study of the historical perspective and the theoretical foundations of mathematical teaching, close attention is given to the connection between theorists and practical application in the classroom. Emphasis is placed on transformational learning based in a developmental, constructivist approach.

EDCI 527 THE NATURE OF SCIENCE Credits: 3

This course focuses on a view of science as a framework for understanding the natural world. Participants learn about the sciences as through a systematic gathering of information using various forms of direct and indirect observation and the testing of this information by building and applying investigation skills. Participants also investigate their biases and prejudgments about teaching and learning science and conduct an expansive but sophisticated study of natural laws and theories. Emphasis is placed on transformational learning based in a developmental, inquiry-based approach. As teachers of science, this course also encourages active participation in the community of science and the promotion of daily science education.

EDCI 528 FND CONCEPTS INCLUSIVE TEACH Credits: 3

The general education classroom teacher's role in identifying and teaching a growing population of students with other special needs in the general education classroom is the major focus of the Foundation Concepts for Inclusive Teaching. This course presents the fundamental concepts related to teaching students with disabilities and students with other special needs in transformative general education classrooms. Information on the history of special education and the federal policies related to serving students with disabilities in public schools is reviewed in the initial phase of the course. Included in this review is an analysis of the general education teacher's role in the various phases of serving students with disabilities in the general education classroom including the implementation of an Individualized Education Program (IEP) or a 504 plan. The second phase of the course will examine: the characteristics and needs of students with persistent academic disabilities, students with significant cognitive disabilities, and the categories of disabilities (high incidence and low incidence disabilities) as they relate to teaching students with disabilities in general education classrooms and are defined within the Individuals with Disabilities Improvement Act of 2004 (IDEA). A similar analysis of the characteristics and needs of students with other special needs who are served in general education classrooms will also be conducted. Accommodations, modifications and adaptations that support the success of students with disabilities and students with other special needs in transformative general education classrooms will conclude this course of study.

EDCI 530 ED TECH M.ED. (ECE/ HS) Credits: 3

This hands-on, project-based course is designed to foster a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology for elementary, middle school, and high school teachers. Topics will include how technologies enhance learning, which issues and concerns are important when implementing technology resources in schools and classrooms, current best practices for project-based learning that include strategies for incorporating authentic assessment, creating electronic portfolios, selecting appropriate educational software, participating in virtual learning communities, and addressing the ISTE/NETS Educational Technology Standards for Teachers and Students.

EDCI 531 CURRENT ENVIRONMENTAL ISSUES Credits: 3

This course develops the skills of critical thinking, self-discovery and problem solving, all essential to learning about and evaluating alternative points of view relative to both local and global environmental issues. Advocacy for a particular viewpoint or course of action is not considered in this course but, rather, learning about and investigating the environment in order to make informed decisions relative to each individual's role as a responsible steward of the Earth and its natural resources. Throughout the examination of environmental issues conducted in this course, close adherence to the fairness and accuracy recommendation of the North American Association's Environmental Education Guidelines for Excellence (1996, revised 2004) will be maintained.

EDCI 536 TEACHING MEASUREMENT GEOMETRY Credits: 3

This course will guide teachers in the development of a foundation for the teaching and learning of measurement and geometry through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of measurement and geometry in a meaningful, integrated manner. Emphasis is placed on student and teacher thinking, lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment. This course will foster a deeper understanding of the following pk-12 national standards, as well as the three NCTM curriculum focal points for each grade level (pk-12), in order to strengthen a teacher's thinking and perceptions of geometry as well as instructional practices which effectively increase student understanding of measurement and geometry.

EDCI 537 PLANNING INQUIRY-BASED CLASSROOM Credits: 3

This course emphasizes the need for learners to view themselves as scientists and as such to engage in raising questions, carrying out investigations, communicating methods, proposing explanations and solutions, using observation, and analyzing science practices. Emphasis is placed on the teacher as a scientist modeling the Scientific Method to fledgling scientists, using transformational learning steeped in a developmental, inquiry-based approach. The course will address planning for instruction, setting goals, teaching to standards, meeting curricular requirements, and teaching developmentally with a focus on student inquiry and knowledge construction as the basis for teaching and learning.

EDCI 542 CTE LEADERSHIP Credits: 3

This course is designed to help candidates gain the knowledge and skills needed to be a CTE leader in schools, businesses, and the community. Through the engagement of practical learning activities, candidates will develop leadership skills that contribute to the effectiveness of the organization. These skills will include preparing students for post-secondary transitions and future careers, strengthening accountability using data driven instruction, leading an effective Professional Learning Community, developing strategies for implementing Common Core State Standards, and moving away from the status quo to attain a new standard of excellence.

EDCI 544 TEACHING ENVIRONMENTAL EDUC Credits: 3

This course focuses on the systematic instruction of environmental education, taught through an age-appropriate, coherent sequence. The continued relevance of teaching and learning techniques originated in nature study and outdoor education – nature trails, wilderness education, and outdoor classrooms – are examined through first-hand experiences. The North American Association for Environmental Education's Guidelines for Excellence (1996, revised 2004) six key characteristics, used to guide the development or selection of comprehensive, high quality environmental education curricula, will be studied. In addition, strategies that can be utilized in teaching environmental education across the curricula – including language arts, math, social studies and science – are presented.

EDCI 545 PRINCIPLES OF COLLABORATION PARTNERSHIP Credits: 3

The role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be defined and explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching and procedures essential to the successful inclusion of students with disabilities.

EDCI 546 TEACHING ALGEBRAIC DATA ANALYSIS Credits: 3

This course will guide teachers in the development of a foundation for the learning and teaching of algebraic concepts, data analysis, and probability through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of algebra, data analysis, and probability in a meaningful integrated manner. Emphasis is placed on student and teacher processing of algebra, on lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment.

EDCI 547 TRANSFORMATIVE SCIENCE DIFFERENTIATION Credits: 3

The focus of this course is to teach science using transformational teaching and learning strategies that are focused on meeting the needs of all learners through a developmental, constructivist approach. There will be an emphasis on differentiation in all aspects of the learning environment: setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiating teaching strategies, the iterative process and providing personalized anchor activities to solidify learning. The course will provide a plethora of practical ideas for making science a positive and transformational experience for teachers and learners alike.

EDCI 548 INCLUSIVE CLASSROOM: INTERVENTIONS Credits: 3

The effective use of transformational instructional strategies and interventions to address the needs of all students in an inclusive classroom will be studied. Accommodations and modifications appropriate to the regular classroom that provide access to the general education curriculum specific to the categories of disabilities defined in the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be identified. A focus on differentiated instruction and adaptations appropriate for students with other special learning needs (students with gifts and talents, English language learners and low language native English speakers, students at-risk for school failure) will be included.

EDCI 549 EFFECTIVE CLASSROOM MGMT STRAT Credits: 3

The focus of this course is the use of strategies and procedures proven effective in establishing and maintaining a positive and supportive learning environment for all students in an inclusive general education classroom. Practical, preventative strategies rooted in positive teacher-student relationships and well-designed learning activities as well as more formal classroom management strategies will be studied. In addition, effective responses to inappropriate and disruptive behavior will be identified with an emphasis on appropriate academic and social behavior development that results in optimal student motivation and engagement.

EDCI 551 TRANSFORM LEARNING & ENV EDU Credits: 3

Students will gain the knowledge and skills necessary to be informed and transformative leaders in environmental education.

EDCI 556 TRANSFORMATIVE MATH DIFFERENTI Credits: 3

The focus of this course is transformational teaching and learning that meets the needs of all learners through a developmental, constructivist approach. There will be an emphasis on setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiated teaching strategies including interactive age-appropriate games and manipulatives, and providing anchor activities to solidify learning. Technology is considered an integral part of teaching and learning math in the differentiated classroom and will include the strategic use of technology resources such as SmartBoard technology, digital tools, computers, calculators, online digital games, and podcasts along with Internet-based resources. The course will provide a plethora of practical ideas for making math a positive and transformational experience for teachers and learners alike.

EDCI 557 TECHNOLOGY BASED SCIENCE CLAS Credits: 3

The inquiry-based science classroom is enhanced through the use of innovative technology tools and resources that are available to classroom teachers. This course will focus on the use of educational technology as a vital means to transform science education through enhancing critical thinking and problem-solving skills in children using technology as inquiry-based learning tools in ways similar to those of practicing scientists. The use of Internet images, virtual science labs and field trips, simulations, digital microscopes and digital cameras, multimedia packages, global information systems, science computer databases and computer-based laboratories are examples of the resources studied and applied in this class.

EDCI 558 BUSINESS & COMMUNITY PARTNRSHP Credits: 3

This course is designed to provide candidates with an opportunity to create and sustain high quality partnerships between schools, businesses and the community by examining exemplary models in the field. Candidates will develop skills enabling them to identify workforce competencies in established and emerging careers from local industry sectors to incorporate into the CTE curriculum at the high school and community levels, as well as how to construct an articulated dual credit agreement between the high school and community college.

EDCI 561 FOUNDATIONS OF STEAM Credits: 3

Candidates will gain an in-depth understanding of the historical and contemporary practices of integrating the principles and skills of STEAM (STEM plus Arts: Science, Technology, Engineering, Arts, and Mathematics) content into and across the curriculum as they understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, questioning, creating and testing.

EDCI 562 STEAM INTEGRATION Credits: 3

The application of scientific, technological, engineering, and mathematical skills and principles naturally occurs in those specific content area courses when STEM education is the focus. Throughout this course, candidates will more intentionally focus on STEAM education, developing their integration of Liberal Arts (to include Language Arts and Social Studies) and Fine Arts in the learning environment.

EDCI 563 STEAM-ENHANCED CURRICULUM Credits: 3

Candidates will apply knowledge gained in the area of STEAM education, whereby the implementation and assessment of STEAM principles and skills in both the teaching and learning process will be emphasized. Best practices in STEAM education will be discussed in order to improve student learning in relation to state and national standards.

EDCI 564 STEAM PROGRAM LEADERSHIP Credits: 3

Candidates will engage in critical dialogue about what it means to begin, develop, and lead STEAM initiatives at the classroom, school, district, state, and/or national levels. Candidates will focus on becoming STEAM program leaders by recognizing their important role as change agents, program administrators, curricular leaders, and advocates for comprehensive STEAM education.

EDCI 567 MINDSET FOR EDUCATION TECH Credits: 3

This course is designed to provide candidates with the knowledge and skills necessary to effectively integrate technology into the K-12 classroom. In addition, attention is given to the importance of using technology to meet the needs of modern learners.

EDCI 568 CURRENT TRENDS IN EDUCATION TECH Credits: 3

This course will provide candidates with the opportunity to expand on their knowledge of and practice with current and emerging educational technology within the K-12 classroom.

EDCI 569 RESEARCH IN EDUCATIONAL TECH Credits: 3

This course is designed to prepare candidates to implement and support educators as they select current research-based best practices in educational technology and incorporate those practices into their educational practice.

EDCI 570 PROJ BASED LEARNING EDUCATION TECH Credits: 3

This course is designed to offer candidates the opportunity to demonstrate their ability to develop a real-world educational technology project while integrating their prior knowledge.

EDCI 572 HISTORICAL THINKING Credits: 3

This course is an opportunity for teachers to explore the work that is being done through incorporating Historical Thinking activities within the K-12 curriculum. Course participants will be challenged to examine their present content and assess where they could improve their practice through the inclusion of primary source materials, civic discourse protocols, or critical thinking schemes. Participants will engage in close reading of contemporary scholarship in history education.

EDCI 573 SOC STUDIES TOOLKIT Credits: 3

Tired of only using the textbook? This course will teach you not only about the wide range of resources that have become available by the web that should augment your teaching, it will also teach you how to access community programs like state historic sites and national museums in order to create engaging lessons. Through this course, you will acquire a rationale on integrating the web into your social studies curriculum while building a usable database of websites and lesson plans.

EDCI 574 GLOBAL CITIZENSHIP Credits: 3

Social Studies classes should be the place where students explore the world around them, both locally and globally. In this course, social studies teachers will explore the larger dynamics and questions regarding both the history of global inequality and the current, inter-connected global society of the 21st century. This course, which will integrate anthropology, geography and civics, will improve social studies instruction in K-12 by providing more engaging lessons while integrating the latest theory and knowledge regarding culture and globalization. After taking this course, teachers will be able to enable their students to understand and appreciate diverse cultural groups while embracing the concept of global citizenship.

EDCI 575 PROJ-BASED K-12 SOC STUD Credits: 3

In this course, participants will learn how to enliven their Social Studies curriculum and meet the needs of a diverse group of participants. By integrating required benchmarks and standards, and using their students' interests and natural curiosity, they will not only create an active learning community, but will also raise academic expectations. Over the course of the class, participants will complete hands-on activities that mirror what they will be doing in their own classrooms. They will leave with a concrete understanding of both Social Studies curriculum integration, and Project Based Learning.

EDCI 587 THE ETHICAL EDUCATOR Credits: 3

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their professional lives and to ensure that the institutional policies and practices of the system in which they work are committed and adhere to the application of ethical practice. A study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that support or do not support ethical practice. As a result of the activities and discussions completed in this course, educators will have the opportunity to transform their personal and professional ethical priorities.

EDCI 589 EMERGENT LITERACY Credits: 3

This course examines the development of literacy skills in young children, ages 0-8. Topics include the reading/writing connection, use of trade books and thematic literature, and current research in the field of literacy development.

EDCI 590 EQUITY/JUSTICE IN CLASSROOM Credits: 3

This course is designed to empower participants toward philosophical and practical change in support of equity and social justice, by preparing and supporting educators to think critically, transform practice, promote justice, and become change agents in their classrooms and in their districts and communities. Scholarly work will be linked to real world examples, focusing on how race, religion, gender and class are woven into the field of education. Activities and discussions will equip participants with the tools needed to create a classroom culture in which equity, equality, and social justice are shared values.

EDCI 593 CASE STUDIES IN LAW AND ETHICS Credits: 3

This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education form the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.

EDCI 596 BIBLE LIT FOR ENG/HUM TEACHERS Credits: 3

This course is designed for teachers who want to better understand the Bible, integrate the Bible into an English or humanities course, or teach a Bible as Literature course. Participants will study the Bible literature and curriculum and instruction strategies so that they can acquire discreet Bible knowledge for a well-rounded education in order to integrate the Bible into their English or humanities course or teach a full course in Bible as literature.

EDCI 599 PRACTICUM ENDORS/AUTH LVL Credit: 1,2

This course provides candidates desiring to add another authorization level or endorsement a venue in which to demonstrate and document the additional competencies required for that specific instructional load. Candidates are assigned to schools and classrooms in accordance with their authorization levels and district needs. Practicum candidates are required to complete 90 contact hours and create and teach one TSPC-required work sample.

EDCI 600 RESEARCH SEMINAR Credit: 1

This course is a required piece of the Research Concentration, one of the options a person who has earned a master's degree may choose for earning the Continuing Teaching License. It is open to candidates at any authorization level. This overview course reviews the important elements of designing and implementing meaningful Action Research.

EDCI 603 TRAUMA-SENSITIVE PRAC & RESLNC Credits: 3

Course content addresses the definition, and influences of trauma on children – socially, emotionally, physically, and academically. Topics covered will include indicators of trauma in students, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, and other strategies that support teachers. Resilience as a factor in responding to trauma will be explored.

EDCI 604 TRAUMA-SENSITIVE CLASSROOMS Credits: 3

Course addresses using social-emotional learning strategies and content for recognizing, understanding, and responding to trauma and toxic stress, developing trauma-sensitive classroom spaces and behavioral practices, and using trauma-informed approaches to foster student, teacher, and family relationships.

EDCI 605 CREATING TRAUMA-SENSITIVE SCHL Credits: 3

Course addresses characteristics of a school environment sensitive and responsive to trauma and toxic stress, staff development and professional support for teachers and staff, and the role of families and community partners in developing a trauma-sensitive school.

EDCI 606 PRTC & LDRSHIP IN TRMA & RESLNC Credits: 3

Course addresses methods for collaboration with colleagues to implement a trauma-sensitive lens in professional practices and school leadership. Practical application of teacher well-being strategies will be explored. Candidates will analyze an area of interest to improve professional practice with a trauma-sensitive lens.

Education Career Technology (EDCT)

EDCT 501 FRAMEWORKS FOR TEACHING CTE Credits: 3

This course begins with an opportunity for the student to outline personal and professional goals in a Professional Education Plan (PEP). The plan (PEP) is based on a pre-assessment of the candidate's skills, competencies, and work environment. This foundational course in the program provides the student with a research-based set of components of instruction in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the domains are 22 components and 76 descriptive elements of what teaching is all about. Learning activities apply the framework of teaching to CTE instructional program delivery. The text for this course is *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.

EDCT 505 BASIC TEACHING SKILLS Credits: 3

This course is designed to equip education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

EDCT 509 EFFECTIVE CLASSROOM MANAGEMENT Credits: 3

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509A EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509B EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 509C EFFECTIVE CLASSROOM MANAGEMENT Credit: 1

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 513 INTRODUCTION TO CTE Credits: 3

A review of the development of career and technical education (CTE) — previously known as vocational education/vocational and technical education — and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE's role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

EDCT 537 EVAL/ASSMNT TEACHING/ LEARNING Credits: 3

This course examines a variety of assessment tools and methods that impact the practices of CTE teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

EDCT 567 INTRODUCTION TO CTE Credits: 3

This course introduces new career and technical teachers to the essential skills and competencies necessary to create student-centered learning environments. Candidates will review the current and historical perspectives of career and technical education (CTE), be assigned a mentor, and will learn to design and deliver effective CTE lessons and courses. This class is part of a preparation program that meets Oregon Teacher Standards and Practices requirements for a three-year Professional Technical License outlined in OAR 584-042-0006.

**EDCT 568 MATH IN CAREER AND TECH
EDU Credits: 3**

Math in Career and Technical Education teaches CTE teachers how to integrate math into their career and technical education program. Using the Oregon Common Core State Standards for Mathematics, the CTE teacher learns how to create math-enhanced lessons which teach knowledge and skills that high school students need for success in college and careers. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state math standards. This course is designed to teach the CTE teacher how to analyze each lesson and make revisions to integrate math into the CTE instructional program.

**EDCT 570 LITERACY IN CAREER & TECH
EDU Credits: 3**

This course is designed to build instructional skills to integrate literacy into the CTE instructional program. Students will study information-rich content that teaches them how to integrate content-area reading and writing strategies to aid student learning. The course provides numerous enrichment activities to help teachers incorporate literacy skills into their instructional program. Using the Common Core State Standards for English Language Arts and Literacy, the student learns how to create literacy-enhanced learning activities and apply and refine them in practical application experiences. The student learns how to bridge literacy and CTE vocabulary and target specific learning outcomes based on district and state literacy standards.

EDCT 604 CTE CAPSTONE Credits: 3

CTE Capstone is an integrative learning experience in which students bring together the knowledge and skills they have acquired in the Master of Education in Career and Technical Education degree program at Concordia University. Candidates will learn more about the action research methodology, complete final edits at the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will NOT be implemented with students/ participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research focused on issues of importance to CTE in their classroom, school, district or other work environment.

**EDDA 615 GBL ISSUES POLCY,PLNG &
LDRSHP Credits: 3**

This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role that leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

**EDDA 619 NAVIGATING PERMANENT
WHITEWATER Credits: 3**

Permanent white water consists of organizational events that are surprising, novel, messy, costly, and often unpreventable. Educational leaders are concerned with the subjective feel of these events as much as their objective existence. Experienced executives and others in organizations perceive that what they are trying to do is becoming more complex, problematic, and contingent. In permanent whitewater, leadership is usually exploration and discovery. Organizational members are constantly on process frontiers, where they must find ways of doing something they have never done before yet where there is little precedent to guide them. The feeling of 'playing a whole new ball game' thoroughly pervades organizational life. This means that beyond all of the other new skills and attitudes that permanent white water requires, people have to be extremely effective learners.

**EDDA 628 LEADNG ACRS CULTRS &
COMMUNITIS Credits: 3**

Leading across cultures and communities involves a range of increasingly complex issues—the shifts in cultural practices and racial, ethnic, and linguistic diversity and the implications of these shifts for fostering learning in educational learning communities. Consideration of the factors that put children at a disadvantage, as well as investigating specific family, community, and cultural assets that support high levels of academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, neighborhood, and community levels in which schools live and operate, as well as the national and international levels where cross-cultural concerns, globalization, immigration, multiculturalism, and citizenship play an increasingly important role.

**EDDA 629 PURSNG TCHR QLTY: PLCY &
PRACT Credits: 3**

Pursuing Teacher Quality explores the political and social calls for accountability in public schools that have led policymakers at all levels to seek ways to improve the quality of teaching. Teacher effectiveness has become a prominent component of many school reform efforts from the highly qualified teacher requirement of NCLB to the Common Core Standards and the renewed interest in merit pay. This course will examine the research base and seminal authors and reports, defining policy, evidence of implementation, and evaluative practices of current efforts meant to improve teacher quality.

**EDDA 638 TAKING ON SYSM: PPL, PWR &
POL Credits: 3**

Education is inherently political. The experience of schooling is aimed at educational achievement as a key to the economic success of individuals and groups. This course examines the politics of education. It considers how institutions such as school boards, legislators, and political leaders interact and react to constituents such as parents, advocates, the media, and the general public, shaping schooling and the consequences for students. Past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts will be topics of the course, examined through the twin lens of political science and educational policy.

**EDDA 644 MENTRNG,SUSTNG & LVNG
LEGACY Credits: 3**

Great leaders – whether they lead entire organizations or groups within them – leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. As leaders, whether we realize it or not, we are leaving a legacy with the decisions we make and the actions we take. Our legacy is revealed in how others who work with us, for us, and beside us feel and think about us as a result of having been in our presence. A culture has been created where visible and accountability systems drive clarity, connectivity, and consistency throughout the organization. There are expectations of engagement, production, and satisfaction. Others are inspired to grow, to develop, and to excel. Cultivate qualities that live on in sustainable performance systems because legacy matters.

Ed.D. Educational Administration (EDDA)

EDDA 720 GLBL ISUES PLCY, PLNG & LDRSHP Credits: 3

This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role that leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

EDDA 721 NAVIGATING PERMANENT WHITEWATER Credits: 3

Permanent white water consists of organizational events that are surprising, novel, messy, costly, and often unpreventable. Educational leaders are concerned with the subjective feel of these events as much as their objective existence. Experienced executives and others in organizations perceive that what they are trying to do is becoming more complex, problematic, and contingent. In permanent whitewater, leadership is usually exploration and discovery. Organizational members are constantly on process frontiers, where they must find ways of doing something they have never done before yet where there is little precedent to guide them. The feeling of 'playing a whole new ball game' thoroughly pervades organizational life. This means that beyond all of the other new skills and attitudes that permanent white water requires, people have to be extremely effective learners.

EDDA 722 LEADNG ACROSS CULTRS/ COMMUNITIES Credits: 3

Leading across cultures and communities involves a range of increasingly complex issues—the shifts in cultural practices and racial, ethnic, and linguistic diversity and the implications of these shifts for fostering learning in educational learning communities. Consideration of the factors that put children at a disadvantage, as well as investigating specific family, community, and cultural assets that support high levels of academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, neighborhood, and community levels in which schools live and operate, as well as the national and international levels where cross-cultural concerns, globalization, immigration, multiculturalism, and citizenship play an increasingly important role.

EDDA 723 MENTRNG, SUSTNG & LVNG LEGCY Credits: 3

Great leaders – whether they lead entire organizations or groups within them – leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. As leaders, whether we realize it or not, we are leaving a legacy with the decisions we make and the actions we take. Our legacy is revealed in how others who work with us, for us, and beside us feel and think about us as a result of having been in our presence. A culture has been created where visible and accountability systems drive clarity, connectivity, and consistency throughout the organization. There are expectations of engagement, production, and satisfaction. Others are inspired to grow, to develop, and to excel. Cultivate qualities that live on in sustainable performance systems because legacy matters.

Ed.D. Core (EDDC)

EDDC 600A NINE LIVES OF SCHOL WRIT I Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Corequisites: EDDC 615.

EDDC 600B NINE LIVES OF SCHOL WRIT I Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 600A with a B- or higher
Corequisites: EDDC 605.

EDDC 602A NINE LIVES OF SCHOL WRIT II Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 600B with a B- or higher
Corequisites: EDDC 620.

EDDC 602B NINE LIVES OF SCHOL WRIT II Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 602A with a B- or higher
Corequisites: EDDC 608.

EDDC 603A NINE LIVES OF SCHOL WRIT III Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 602B with a B- or higher
Corequisites: EDDC 618.

EDDC 603B NINE LIVES OF SCHOL WRIT III Credits: 0.5

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers in both during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long workshop, culminating in a revised draft of the Comprehensive Connection paper.

Prerequisites: EDDC 603A with a B- or higher
Corequisites: EDDC 611.

EDDC 605 TRANSFORMATIONAL LEARNING Credits: 3

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their world-view to move away from knowledge transmission towards transformational learning. Candidates will deconstruct conformity to social and cultural canons which have permeated U.S. public schools to a negative effect. They will examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

Corequisites: EDDC 600B.

EDDC 608 QUANTITATIVE RESEARCH METHODS Credits: 3

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, including descriptive, inferential, and probability statistics, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. The quantitative research designs of survey, correlation, causal-comparative, and comparative will be examined.

Corequisites: EDDC 602B.

EDDC 611 QUALITATIVE RESEARCH METHODS Credits: 3

The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates will apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, grounded theory, ethnography, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis will be examined through these six strategies of inquiry.

Corequisites: EDDC 603B.

EDDC 615 THE ETHICAL EDUCATOR Credits: 3

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. The course will emphasize human subjects research issues of harm and deception. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, students will have the opportunity to transform their personal and professional ethical lives and priorities.

Corequisites: EDDC 600A.

EDDC 618 LEADING ORGANIZATIONAL CHANGE Credits: 3

This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the what, why, and how of planned change in diverse educational settings from pre-school to graduate school. Additionally, the course content is undergirded by person-centered values, democratic leadership skills, as well as the ideology of service-management, and is aimed at facilitating excellent in student-centered teaching and learning.

EDDC 620 CREATIVITY, INQUIRY & INNOVAT Credits: 3

This course emphasizes the need for organizations to foster an environment where creativity, inventiveness and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant break-through contributions in the areas of science, music, art, and business. The course will address such questions as What is the essence of creative work? Can creativity be learned? How critical is it for organizations and leaders to innovate? What conditions are necessary in the workplace to foster an environment where creativity, experimentation and innovation are welcomed? Who determines what is creative and what is not? Why is innovation more likely found in the commercial and nonprofit sector rather than schools? Lastly, the course hopes to tap the creative potential within all of us and illustrate its value for our own growth as well as the health of the organization.

EDDC 700 SCHOLARLY WRITING - IDENTITY Credits: 0.5

The first-year writing journey begins with a focus on the scholar as a writer: the writer's identity. Students will explore their current and past writing practices and processes, and then articulate who they currently are as writers. The course also focuses on issues such as writer's block, writing anxieties, and APA style citation practices.

Corequisites: EDDC 712.

EDDC 701 SCHOLARLY WRITING - STYLE Credits: 0.5

This course moves the student journey from an examination of their identity as a writer to examining the elements of style in their current writing practices. Students will improve their own writing through a detailed examination of style. Students will become more proficient in making stylistic choices for their academic writing, including choosing appropriate words, constructing and punctuating sentences, and weaving paragraphs into elegant compositions. **Prerequisites:** EDDC 700 with a B- or higher **Corequisites:** EDDC 714.

EDDC 702 SCHOLARLY WRITING - ANALYSIS Credits: 0.5

This course emphasizes the key role that the research literature plays in knowledge use and creation at the doctoral level. Students will strengthen their skills in locating literatures relevant to their research areas and in reading the literatures critically and efficiently. Through analyzing articles to identify the techniques scholarly writers use, students will pinpoint the choices writers make to effectively communicate ideas as well as to create and support knowledge claims. **Prerequisites:** EDDC 701 with a B- or higher **Corequisites:** EDDC 716.

EDDC 703 SCHOLARLY WRITING - SYNTHESIS Credits: 0.5

This course moves beyond the analysis of literature to the practice of developing synthesized arguments that are grounded in the literature. Students will explore ways of engaging with other scholars' voices to develop their own argument about a research topic. **Prerequisites:** EDDC 702 with a B- or higher **Corequisites:** EDDC 718.

EDDC 704 SCHOLARLY WRITING - ISSUE EXPL Credits: 0.5

In this course, students will explore several possible dissertation topics to identify the potential viability of them. The student will then select one topic to explore in more depth in preparation for the initial literature review in EDDC 706. Students will leave this course with an essay that explores the topic along with a list of possible questions to ask about the topic. **Prerequisites:** EDDC 703 with a B- or higher.

EDDC 705 SCHOLARLY WRITING - CONNECTNS Credits: 0.5

In this course, candidates will develop a Comprehensive Connection Paper that applies the core curriculum and literature to a dissertation topic that was explored in EDDC 704. Candidates will demonstrate the ability to analyze and synthesize core learning, and apply theoretical and practical knowledge to a viable research topic. Candidates will write and submit a first year critical assessment for review by the program in order to demonstrate readiness for advanced dissertation research and writing.

Prerequisites: EDDC 704 with a B- or higher.

EDDC 712 THE ETHICAL EDUCATOR Credits: 3

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. The course will emphasize human subjects research issues of harm and deception. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, students will have the opportunity to transform their personal and professional ethical lives and priorities. **Corequisites:** EDDC 700.

EDDC 714 TRANSFORMATIONAL LEARNING Credits: 3

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their world-view to move away from knowledge transmission towards transformational learning. Candidates will deconstruct conformity to social and cultural canons which have permeated U.S. public schools to a negative effect. They will examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change. **Corequisites:** EDDC 701.

EDDC 716 CREATIVITY, INQUIRY & INNOVAT Credits: 3

This course emphasizes the need for organizations to foster an environment where creativity, inventiveness and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant break-through contributions in the areas of science, music, art, and business. The course will address such questions as What is the essence of creative work? Can creativity be learned? How critical is it for organizations and leaders to innovate? What conditions are necessary in the workplace to foster an environment where creativity, experimentation and innovation are welcomed? Who determines what is creative and what is not? Why is innovation more likely found in the commercial and nonprofit sector rather than schools? Lastly, the course hopes to tap the creative potential within all of us and illustrate its value for our own growth as well as the health of the organization.

Corequisites: EDDC 702.

EDDC 718 LEADING ORGANIZATIONAL CHANGE Credits: 3

This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the what, why, and how of planned change in diverse educational settings from pre-school to graduate school. Additionally, the course content is undergirded by person-centered values, democratic leadership skills, as well as the ideology of service-management, and is aimed at facilitating excellent in student-centered teaching and learning.

Corequisites: EDDC 703.

Ed.D. Higher Education (EDDH)

EDDH 621 CRITICAL ISSUES IN HIGHER ED Credits: 3

This course will explore the challenges and opportunities that exist in America's system of higher education. Students will develop leadership skills in analyzing higher education issues and making informed decisions, based on this analysis, relative to higher education practice. Included in this course will be a study of the impact that state and federal policies have on higher education and the significant role that higher education leadership has in examining and influencing these policies. A particular emphasis will be placed on utilizing appropriate resources to be well-informed on issues facing higher education and developing skills essential to presenting one's perspective through debate and advocacy in order to be an effective leader in higher education.

EDDH 623 HIGHER ED:CURRICULUM & LDRSHIP Credits: 3

This course addresses the need for administrators and teacher leaders to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Students will explore a wide variety of curricula and instructional and assessment applications, including curriculum theory, instructional theory and practice, curriculum designed for the gifted and talented, curriculum designed for special needs populations, and educational technology. The aim of the course is to prepare higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education today and in the future.

EDDH 630 HIGHER ED:FINACE & FACLTs MGMT Credits: 3

This course will provide a contextual framework for students to understand factors affecting the financial wellbeing of higher education institutions and how these factors affect an institution's long term viability, sustainability and ability to deliver on their mission.

EDDH 633 HIGHER ED:HUMN ISS,ACCT&ADMIN Credits: 3

This course examines the character and structure of the American Postsecondary Education system. Students will explore the history, major participants, and forces that have shaped the American postsecondary enterprise through a study of six components: history of American higher education, diversity of institutions within higher education, benefits of higher education, diversity of students within American higher education, issues of autonomy, accreditation, accountability, academic freedom and federal and state coordination of higher education institutions, and future trends in American higher education.

EDDH 638 HIGHER EDUCATION LAW Credits: 3

Leadership in American higher education demands an understanding of the legal context of that service, and its policy implications. This course will provide students with an overview of the laws and legal precedent most relevant to higher education and will introduce students to methods of legal analysis and decision-making so that they can anticipate, recognize and appropriately address legal issues as higher education leaders. Additionally, students will learn how to incorporate legal advice from attorneys into decision-making. Students will also learn to access court cases, regulations, statutes, and understand the legal relationships among these various sources of law. The primary format for this course will be reflection and discussion, based on articulating deep analytical thinking, both orally and in writing.

EDDH 640 TECH & REV IN HIGHER ED Credits: 3

Higher education is in the midst of a revolution. Technology has already changed the way we organize and live our lives, and higher education is scurrying to adapt to the rapidity of the digital age. This course investigates the current forces accelerating change in traditional higher education, conducts research to determine what a transformed learning environment could be, and promotes the need for higher education to take the lead in realizing a new vision for teaching and learning.

EDDH 730 HIGHER ED: CURRICULUM & LDRSHIP Credits: 3

This course addresses the need for administrators and teacher leaders to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Students will explore a wide variety of curricula and instructional and assessment applications, including curriculum theory, instructional theory and practice, curriculum designed for the gifted and talented, curriculum designed for special needs populations, and educational technology. The aim of the course is to prepare higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education today and in the future.

EDDH 731 HIGHER ED:FINACE & FACLTs MGMT Credits: 3

This course will provide a contextual framework for students to understand factors affecting the financial wellbeing of higher education institutions and how these factors affect an institution's long term viability, sustainability and ability to deliver on their mission.

EDDH 732 HIGHER ED:HUMN ISSUES,ACCT,ADMN Credits: 3

This course examines the character and structure of the American Postsecondary Education system. Students will explore the history, major participants, and forces that have shaped the American postsecondary enterprise through a study of six components: history of American higher education, diversity of institutions within higher education, benefits of higher education, diversity of students within American higher education, issues of autonomy, accreditation, accountability, academic freedom and federal and state coordination of higher education institutions, and future trends in American higher education.

EDDH 733 HIGHER EDUCATION LAW Credits: 3

Leadership in American higher education demands an understanding of the legal context of that service, and its policy implications. This course will provide students with an overview of the laws and legal precedent most relevant to higher education and will introduce students to methods of legal analysis and decision-making so that they can anticipate, recognize and appropriately address legal issues as higher education leaders. Additionally, students will learn how to incorporate legal advice from attorneys into decision-making. Students will also learn to access court cases, regulations, statutes, and understand the legal relationships among these various sources of law. The primary format for this course will be reflection and discussion, based on articulating deep analytical thinking, both orally and in writing.

Ed.D. Teacher Leadership (EDDL)

EDDL 613 LEADING WITHOUT AUTHORITY Credits: 3

This course examines and provides resources to apply the powerful approach of servant-leadership. This approach emphasizes leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more he or she is responsible for the growth and well-being of others. Leaders in all organizations, schools, and businesses influence change and re-shape working culture most effectively when empowering others, that is, when leaders tap into the talents of colleagues, and lead by example. Those who understand the art of leading without authority will inspire commitment and leadership development in others.

EDDL 614 CREATING A GREATER COMMUNITY Credits: 3

This course focuses on the structure and impact of successful and effective family, school, and community partnerships. Candidates examine the knowledge, dispositions, and skills required by leaders to understand and respond to diverse community systems, interests, and needs. Candidates explore techniques to collaborate effectively with families, stakeholders, and community members and to mobilize community resources. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building and communication.

EDDL 625 GOOD TEACHING IS NOT ENOUGH Credits: 3

This course introduces and examines multiple perspectives on the concept of college readiness, with focused attention given to cognitive strategies, content knowledge, learning skills, and transition knowledge. The course establishes a foundation for understanding the purposes, theories, and methods for achieving college readiness in schools across the country. Candidates develop skills to analyze and improve the college readiness of students. Candidates participate in a forum to explore issues of equity, access, and achievement that lead to disparities in the levels of college readiness among subgroups of students. The relationships between Common Core State Standards, college readiness, implementation efforts, and the opportunity gap that remains are examined.

EDDL 626 REIMGING THE EDUCNTNL ENTRPRSE Credits: 3

This course focuses on skills and teamwork to devise alternatives to traditional schools and organizations. Participants will use a comprehensive process to collaboratively create a description of a new and innovative school using research-based conceptual frameworks encompassing school standards, elements of effective schools, educational leadership, and program evaluation. These frameworks involve strategies and innovative thinking that will prove to be productive in all leadership endeavors. Candidates participating in this course will develop leadership skills for the improvement of organizations and cultures.

EDDL 636 ASSESNG LRNG FOR STUDNT ACHV Credits: 3

This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues that educators should consider as they design and use assessments focused on learner needs. The emphasis in the course is implementation, data collection, analysis, and reporting of results on assessment projects. Understandings and skills include: developing and using assessments, basic psychometric statistics, grading, communicating assessment information, testing ethics, locating and evaluating measures, and assessments used for educational policy decisions.

EDDL 637 THE INTERNATIONAL CHALLENGE Credits: 3

The content of this course focuses on looking outside of the American schooling paradigm to discover what we can learn from educational systems worldwide. The course includes a review of the complex issues surrounding the concepts of schooling and education. Rapid, constant, and interdependent global changes present new challenges and opportunities to critically examine current models of education. Candidates will grapple with broader societal issues through the lens of a global environment. As the international community seeks to strengthen its collective efforts, it is crucial to look ahead and chart new paradigms to help guide education forward.

EDDL 740 LEADING WITHOUT AUTHORITY Credits: 3

This course examines and provides resources to apply the powerful approach of servant-leadership. This approach emphasizes leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more he or she is responsible for the growth and well-being of others. Leaders in all organizations, schools, and businesses influence change and re-shape working culture most effectively when empowering others, that is, when leaders tap into the talents of colleagues, and lead by example. Those who understand the art of leading without authority will inspire commitment and leadership development in others.

EDDL 741 CREATING A GREATER COMMUNITY Credits: 3

This course focuses on the structure and impact of successful and effective family, school, and community partnerships. Candidates examine the knowledge, dispositions, and skills required by leaders to understand and respond to diverse community systems, interests, and needs. Candidates explore techniques to collaborate effectively with families, stakeholders, and community members and to mobilize community resources. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building and communication.

EDDL 742 GOOD TEACHING IS NOT ENOUGH Credits: 3

This course introduces and examines multiple perspectives on the concept of college readiness, with focused attention given to cognitive strategies, content knowledge, learning skills, and transition knowledge. The course establishes a foundation for understanding the purposes, theories, and methods for achieving college readiness in schools across the country. Candidates develop skills to analyze and improve the college readiness of students. Candidates participate in a forum to explore issues of equity, access, and achievement that lead to disparities in the levels of college readiness among subgroups of students. The relationships between Common Core State Standards, college readiness, implementation efforts, and the opportunity gap that remains are examined.

EDDL 743 ASSESSING LEARNING FOR STUDENT ACHIEVEMENT Credits: 3

This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues that educators should consider as they design and use assessments focused on learner needs. The emphasis in the course is implementation, data collection, analysis, and reporting of results on assessment projects. Understandings and skills include: developing and using assessments, basic psychometric statistics, grading, communicating assessment information, testing ethics, locating and evaluating measures, and assessments used for educational policy decisions.

Ed.D. Research (EDDR)

EDDR 610 SCHOLARS BEFORE RESEARCH I Credits: 2

Scholars Before Researchers I and II are courses taken back-to-back in Phase III. The classes are devoted to researching and drafting Chapters One and Two of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. Students will leave the course with a completed draft of their dissertation literature review. The course is taught by the Faculty Chair who is involved in the process from topic formulation to proposal defense.

Prerequisites: EDDC 603B, and EDDT 652 or EDDT 653 or EDDT 654 with a B- or higher, and a CITI test score of 80% or higher.

EDDR 619 SCHOLARS BEFORE RESEARCH II Credits: 2

Scholars Before Researchers I and II are courses taken back-to-back in the first semester of Phase III. The classes are devoted to researching and drafting Chapters One and Two of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. Students will leave the course with a completed draft of their dissertation literature review. The course is taught by the Faculty Chair who is involved in the process from topic formulation to proposal defense.

Prerequisites: EDDR 610.

EDDR 620 IRM I Credits: 2

The Intense Research Module (IRM) I and II courses assist the candidate in developing the research design and the methods that are employed in the Phase IV research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design.

Pre-requisites: EDDR 619.

EDDR 621 IRM II Credits: 2

The Intense Research Module (IRM) I and II courses assist the candidate in developing the research design and the methods that are employed in the Phase IV research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design.

Pre-requisites: EDDR 619.

EDDR 697 PROPOSAL DEVELOPMENT Credits: 2

This course is designed to assist doctoral candidates in completing their dissertation proposals and prepares candidates to defend a dissertation proposal before their dissertation committee. The course continues the Phase III emphasis on developing Scholars Before Researchers by guiding candidates to develop professional writing, research, and presentation skills. Candidates' Faculty Chairs will instruct, mentor, and advise candidates as they: revise Chapters 2 and 3 of the proposal, write the Chapter 1: Introduction, and then synthesize the full proposal in order to ensure it is defense-worthy. The full dissertation committee will provide input, critique, and support during the development and defense process.

Pre-requisites: EDDR 620 and EDDR 621.

EDDR 698 DISSERTATION Credit: 1.5

Under the guidance of the Faculty Chair and dissertation committee, research field experience is completed during EDDR 698, followed by: the writing of Chapter Four (Data Analysis and Results) and Chapter Five (Conclusions and Discussion); completion of any revisions or updates to the proposal; and completion of the full dissertation, which is then defended before the dissertation committee. The dissertation is a scholarly document or presentation intended to demonstrate the research competence of the author and to produce greater understanding resulting from comprehensive, logical, and ethical investigation. The dissertation is an expression of a high level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

Pre-Requisites: EDDR 697 or concurrent enrollment.

EDDR 706 RESEARCH WRITING LIT SEARCH Credits: 0.5

This course focuses on library research in support of a literature review along with continuing development of students' academic writing. The course builds upon the critical thinking practices developed in EDDC 702 and 703, and it emphasizes the interrelatedness of critical reading, writing, and thinking in the pursuit of identifying and understanding the research literature on a topic. Students will locate and closely examine peer-reviewed, published research articles on their chosen dissertation topic. Students will leave this course with a substantial annotated bibliography of literatures on their topic and a completed literature matrix.

Prerequisites: EDDC 705 with a B- or higher.

EDDR 707 RESEARCH WRITING LIT REVIEW Credits: 0.5

This course builds upon the work completed in EDDR 706. Students will use the annotated bibliography and matrix to write an initial Literature Review that presents an argument about the state of research on their topics. Substantial time will be devoted to critiquing previously written Literature Reviews as a way of helping the student understand the differences between a well-written and a poorly-written literature review. The completed literature review will provide the foundation for developing a quantitative research question and prospectus about the topic in EDDR 708 and a qualitative research question and prospectus for the topic in EDDR 709.

Prerequisites: EDDR 706 with a B- or higher.

EDDR 708 PROSPECTUS WRITING QUANT RESCH Credits: 0.5

This course focuses on developing scholarship and understanding in behavioral and social science quantitative research. Doctoral candidates will craft an initial quantitative research prospectus based on the quantitative research question developed previously in EDDR 707. Candidates will identify their research niche (i.e., find a gap, or weak connection, or alternate connection in literature); establish their research niche (i.e., situate their research question in context, purpose, and conceptual framework); and occupy their research niche (i.e., state the proposed study's significance and the nature of the study, operationalize variables, and determine assumptions, delimitations and limitations).

Prerequisites: EDDR 706 and EDDR 707 with a B- or higher

Corequisites: EDDR 790.

EDDR 709 PROSPECTUS WRITING QUAL RESCH Credits: 0.5

The prospectus is a preliminary description of the proposed research study. The prospectus provides doctoral candidates the opportunity to develop a draft of a qualitative research prospectus, under the guidance of their Faculty Chair. The prospectus demonstrates the doctoral candidate's ability to present his or her view of an investigative passion or situation, as a research idea, that he or she is making a case for using relevant, rigorous, and feasible methods.

Prerequisites: EDDR 706 and EDDR 707 with a B- or higher

Corequisites: EDDR 791.

EDDR 790 QUANTITATIVE RESEARCH METHODS Credits: 3

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, including descriptive, inferential, and probability statistics, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. The quantitative research designs of survey, correlation, causal-comparative, and comparative will be examined.

Corequisites: EDDR 708.

EDDR 791 QUALITATIVE RESEARCH METHODS Credits: 3

The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates will apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, grounded theory, ethnography, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis will be examined through these six strategies of inquiry.

Corequisites: EDDR 709.

EDDR 798 DISSERTATION Credits: 3

Under the guidance of the Faculty Chair and dissertation committee, candidates will develop and execute a feasible, ethical, and scientifically valid dissertation research study and write a dissertation to report the development, execution, and completion of the study. The dissertation will include: a logical, organized Introduction; a synthesized Literature Review; a well-articulated and sound Methodology; a scientifically accurate and precise presentation of Data Analysis and Results; and, a well-developed Discussion and Conclusion. The dissertation is a scholarly document or presentation intended to demonstrate the research competence of the author and to produce greater understanding resulting from a comprehensive, logical, and ethical investigation. The dissertation is an expression of a high level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

Prerequisites: EDDR 790 and EDDR 791 with a B- or higher; EDDR 708 and EDDR 709.

Ed.D. Religion and Transformational Leadership (EDDT)

EDDT 620 VOICES OF LEADERSHIP Credits: 3

This course provides a review of leadership styles and attributes through the lens of historic and current examples of leadership. Students will engage in applying leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion; potential selections include presidents of the United States, Phil Jackson, Nelson Mandela, Harriet Tubman, Margaret Thatcher, Oprah Winfrey, Adolf Hitler, and Steve Jobs. The course emphasizes a close examination of how and what made these leaders successful by studying their leadership techniques and their careers. The course challenges students to evaluate how these individuals developed as leaders and how they develop others around them. Students will engage in developing their own leadership voice through analysis, assessment, and reflection as well as increasing the potential and capabilities of those they lead.

EDDT 622 RELIGION/DENSE MEAN: PARABLES Credits: 3

This course explores the nature of sacred texts for practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

EDDT 624 HOW PROGRAMS REALLY WORK Credits: 3

The goal of this course is to help candidates develop understandings and skills needed to make decisions that lead to improved program performance. Program evaluation is derived from the idea that social programs should have demonstrable effects and those effects should in some way outweigh the costs of the programing. This course is an examination of evaluation theory and approaches and is designed to provide students an introduction to program evaluation practice including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments will be focused on the most important and perhaps most difficult question: How to measure the impact of a program?

EDDT 631 TRNSFRMG MISSION-DRIVEN ORG Credits: 3

Although the missions may vary—educational, environmental, spiritual, economic, health, children and youth—mission-driven organizations (MDOs) are distinct entities that focus more on achieving the organizational vision than making a profit margin. This course introduces and examines the concept of mission-driven organizations (typically called non-profit or social sector organizations) and how to lead them. The course establishes a foundation for understanding the rationales for these types of organizations and the methods of leadership employed in social sectors. The course conducts an analysis of the various aspects of MDO leadership including vision, strategy, governance, funding, and metrics as well as analyzes the current practices of MDO leaders and the critical issues and unique challenges faced by these leaders. The course employs case study analysis and strategic plan development to assist students in developing a capacity for change and to increase the effectiveness of their own organizations. Students will examine various types of MDOs while following one organization of their choosing throughout the course that will serve as the unit of analysis in the final comprehensive paper.

EDDT 634 MOVING ORGANIZATINL KNOWLEDGE Credits: 3

A survey of principles and practices of sociological knowledge management applied to the movement of organizational knowledge. This course identifies organizational knowledge limitations and provides strategies aimed at increasing organizational knowledge/involvement strategies to better meet organizational objectives. The focus is how to identify and execute needs assessments by way of strategically involving stakeholders within the organization/school. Organizational communication methodologies will be studied within the process. This course examines practical strategies to disseminate and move knowledge, organizationally. The course will explore the theory and practice applied to a wide variety of entities, such as Education (higher and elementary/secondary education), churches, and profit/non-profit. Interdisciplinary fields of study will be incorporated, such, but not limited to strategic management, organizational behavior and communication.

EDDT 641 LEADING THE LRNING ORGANZTN Credits: 3

In this course learners will be introduced to the importance of a learning organization as a system. Students will focus study on creating a sustained organizational learning environment that enhances the learning capability and intellectual capacity that will result in individuals and organizations with a strategic advantage. The appropriate use of knowledge will allow the scholar practitioner to explore practices and behaviors which promote individual and organizational learning and growth, as well as identify barriers which may prevent effective knowledge growth.

EDDT 645 COMMUNCTN,COLLABRTN & CULTR Credits: 3

Given the diverse nature of an organization of people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration—working together in a cooperative and coordinated way in the interest of a common cause. In order to produce effective change, a supportive organizational culture has to be present. That culture must support and value change and quality improvement. Research findings support that any outcome could be improved if people work well together as a team. This course will examine the development of better practices for creating and sustaining a culture of collaboration.

EDDT 651 RELIGION AND EXTREMISM Credits: 3

Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.

EDDT 652 RELIGION IN THE MODERN WORLD Credits: 4

This seminar investigates the interface of religion and contemporary society through fundamental questions about the meaning of life, the reality of God, and truth and values to live by in a postmodern context. The student will examine critically his/her own beliefs and values in the light of popular assumptions and prevalent attitudes in our time, and the deeper questions of life that are addressed by various religious approaches.

EDDT 653 RELIGION AND DENSE MEANING Credits: 4

This course explores the nature of sacred texts for practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

EDDT 654 RELIGION AND EXTREMISM Credits: 4

Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.

EDDT 750 VOICES OF LEADERSHIP Credits: 3

This course provides a review of leadership styles and attributes through the lens of historic and current examples of leadership. Students will engage in applying leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion; potential selections include presidents of the United States, Phil Jackson, Nelson Mandela, Harriet Tubman, Margaret Thatcher, Oprah Winfrey, Adolf Hitler, and Steve Jobs. The course emphasizes a close examination of how and what made these leaders successful by studying their leadership techniques and their careers. The course challenges students to evaluate how these individuals developed as leaders and how they develop others around them. Students will engage in developing their own leadership voice through analysis, assessment, and reflection as well as increasing the potential and capabilities of those they lead.

EDDT 751 HOW PROGRAMS REALLY WORK Credits: 3

The goal of this course is to help candidates develop understandings and skills needed to make decisions that lead to improved program performance. Program evaluation is derived from the idea that social programs should have demonstrable effects and those effects should in some way outweigh the costs of the programing. This course is an examination of evaluation theory and approaches and is designed to provide students an introduction to program evaluation practice including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments will be focused on the most important and perhaps most difficult question: How to measure the impact of a program?

EDDT 752 MOVING ORGANIZATIONAL KNOWLEDGE Credits: 3

A survey of principles and practices of sociological knowledge management applied to the movement of organizational knowledge. This course identifies organizational knowledge limitations and provides strategies aimed at increasing organizational knowledge/involvement strategies to better meet organizational objectives. The focus is how to identify and execute needs assessments by way of strategically involving stakeholders within the organization/school. Organizational communication methodologies will be studied within the process. This course examines practical strategies to disseminate and move knowledge, organizationally. The course will explore the theory and practice applied to a wide variety of entities, such as Education (higher and elementary/secondary education), churches, and profit/non-profit. Interdisciplinary fields of study will be incorporated, such, but not limited to strategic management, organizational behavior and communication.

EDDT 753 COMMUNCTN, COLLABRTN & CULTR Credits: 3

Given the diverse nature of an organization of people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration—working together in a cooperative and coordinated way in the interest of a common cause. In order to produce effective change, a supportive organizational culture has to be present. That culture must support and value change and quality improvement. Research findings support that any outcome could be improved if people work well together as a team. This course will examine the development of better practices for creating and sustaining a culture of collaboration.

ESOL Specialist (EDEL)

EDEL 531 STRAT & MAT FOR TEACHING ELL Credits: 3

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDEL 532 LINGUISTICS Credits: 3

This course provides an introduction to language as a system emphasizing the interconnectedness between linguistics and pk-12 teaching and learning. Students explore the principles necessary to teach language, including phonology, morphology, syntax, semantics, and pragmatics. Emphasis is placed on the four language skills (listening, speaking, reading, and writing). The course is designed to assist candidates in making linguistically informed decisions about first and second language teaching. Additionally, candidates are introduced to various grammar points that may pose difficulty for English language learners. The course covers various aspects of language from a historical, cultural and sociolinguistic perspective.

EDEL 533 LANGUAGE/CULTURE CLASSROOM Credits: 3

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

EDEL 534 LANGUAGE ACQUISITION Credits: 2

This course examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationship with each other and the teaching/learning process. Additional topics include Oregon's English Language Proficiency Standards, the Forms and Functions of language targeted in state assessments, and the impact of language proficiency on evaluation for TAG and Special Education services.

EDEL 535 ASSESSING ENGLISH-LEARNERS Credits: 2

This course will present an overview, rationale and framework for assessment of English-learners at the K-12 level. Students will be introduced to the variables that come into play when assessing students whose native language is not English. The primary focus is assessment of English-learners for identification, program placement, and exiting from service. Also covered will be identification of all ELL students for Special Education and TAG, ongoing language proficiency assessments, standards-based assessment measures, and classroom-based assessments.

EDEL 536 CONTEMPRY EDCTNL THGHT IN ESOL Credits: 3

This course is designed to identify, review and analyze major trends and issues impacting the contemporary local, state and national educational scenes related to ESOL. The intent of this course is to provide course members with the opportunity to critically analyze contemporary issues in ESOL. This course will stimulate informed and intellectual discussions regarding important issues through critical review of research-based practices, discussion of controversial issues and contemplation of the most current legal case law decisions shaping ESOL policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of ESOL students. An ongoing active investigative dialogue should result in willingness on the part of the course participants to promote a positive democratic society, uphold ethical practices and foster inclusive citizenship through effective change in their own schools and classrooms, on behalf of ESOL students, families of ESOL children and the school professional who serves these children.

EDEL 537 ESOL PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, ESOL specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed ESOL specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the English language acquisition pedagogy explored throughout the ESOL endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University ESOL supervisor who will visit or make contact with the ESOL specialist candidate a minimum of four times during the course of the practicum. The ESOL practicum must take place in a classroom with ELL student(s) using ELP standards.

Education Graduate (EDGR)

EDGR 500 PROF PLAN SEMINAR (PPS) Credit: 1

The Professional Planning seminar (PPS) sets the stage for the candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce these goals—all tied to Oregon state competency standards (Teaching Competencies, Preliminary Administrator, or Professional Administrator Competencies.) The candidate completes an individualized Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies (in relation to the State competency standards), and work environment.

EDGR 502 DEV CHAR THRU CURR Credits: 3

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 506 CHARACTER/ETHICS OF LEADERSHIP Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDGR 520 CURRICULUM DESIGN & ASSESSMENT Credits: 3

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDGR 535 THEORIES OF TCHNG/LRNING Credits: 3

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595 COMMUNITY OF LEARNERS Credits: 3

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.

EDGR 598 PROF DEVELOPMENT Credits: 1-3

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDGR 599 EXPERIMENTAL COURSE Credit: 1

Experimental Course. Contact department for course description.

EDGR 601 EDUCATIONAL RESEARCH Credits: 3

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

EDGR 602 CONTEMP EDUCATIONAL THOUGHT Credits: 3

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602A CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602B CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 602C CONTEMP EDUCATIONAL THOUGHT Credit: 1

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

EDGR 605 INSTR LDRSHP/CLASSROOM EVAL Credits: 3

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

EDGR 606 USING DATA IMP STUDENT ACHVMT Credits: 3

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students in this course, collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels. This course is for students having either an instructional or administrative-focused program.

EDGR 607 STRATEGIES ENHANCE ACHIEVEMENT Credits: 3

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

EDGR 608 LRNG FRWRD:USNG PRFRMC ASSMNT Credits: 3

The right tool needs to be matched to the right job, and so it is with assessments: the right assessment must be matched with the purpose of that assessment. The traditional formats of Formative and Summative Assessments provide critical data but do not show how students can APPLY what they've learned. Well-designed Performance Assessments and Tasks provide the opportunity for students to demonstrate higher order thinking skills beyond simple recall of information. This type of assessment has students apply what they know, and provides educators data to modify and adjust their instruction to assist students to learn what they do not yet know. This course will assist educators design end effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

EDGR 620 SCHOOL/COMM PARTNERS Credits: 3

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

EDGR 626 ORGANIZATIONAL CHANGE Credits: 3

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

EDGR 696 PRACTITIONER INQUIRY Credits: 3

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions (Samaras, 2011). Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 697 PROF ASSESSMENT SEMINAR Credit: 1

During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher) or 584-080-0051 (administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDGR 698 ACTION RESEARCH Credits: 3

Action Research is one of the capstone projects for the Master of Education program. During this course, candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides students with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

Prerequisites: EDGR 601 with a B- or higher.

EDGR 699 THESIS Credits: 3

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field education. The student, working with their thesis instructor, will explore relevant literature and present a thesis following the procedure established by the College of Education.

Prerequisites: EDGR 601 with a B- or higher.

Education Reading (EDRD)

EDRD 550 READING INTERVENTNST PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission (TSPC), Reading Interventionist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed Reading Interventionist, who will be known as the mentor. The majority of practicum hours will be spent teaching and observing in a TSPC/Concordia approved school environment, and may also include planning and attending meetings directly related to the placement and reflecting the reading pedagogy explored throughout the reading endorsement coursework. The mentor and candidate will meet on a weekly basis for goal setting and reflection. The candidate will also work with a Concordia University Supervisor who will conference with and observe the candidate with the mentor, either in person or virtually (for distance students) during the course of the practicum.

Prerequisites: EDRD 551, EDRD 552, EDRD 553, EDRD 554, and EDRD 555 with a B- or higher.

EDRD 551 DIAGNOSIS & ASSESSMENT OF RDNG Credits: 3

This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

Corequisites: EDRD 550.

EDRD 552 FOSTRG ENGMT RDG YA CHLD LIT Credits: 3

Reading professionals will build on foundational skills in instruction of comprehension and engagement, utilizing various genres of young adult and children's literature Pre-K through Grade 12. Current issues and trends in young adult and children's literature will also be examined.

EDRD 553 ADV TECH FOR TCHNG READING Credits: 3

This course explores the theoretical and knowledge bases of reading, includes literacy acquisition, and the construction of meaning and provides practical classroom applications and instructional practices.

EDRD 554 CURRENT ISSUES IN LITERACY Credits: 3

This course discusses current areas of concern and best practices in instruction being researched in the field of literacy. Students will collaborate with their peers, sharing information on special issues and reading researchers.

**EDRD 555 ORG MNGMNT READING
PROG Credits: 3**

The course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of the literacy coach, and program evaluation and improvement. The course will explore the major components of a school-wide literacy program, and ask candidates to step outside of the classroom and assume a new role as a scholarly, principled instructional leader who integrate the district's vision through a standard-based literacy program.

Education Special Education (EDSP)

**EDSP 510 INTRO TO SPECIAL EDU K-12
LEV Credits: 3**

This course focuses on familiarizing the candidate with special education practices in today's schools. To include the purpose and history of special education, the special education identification process to serve students in need of specially designed instruction, identify practices for special education such as access to the general education curriculum and inclusive practices. This course addresses the full continuum of disabilities and services ranging from early childhood special education to transitions to adulthood.

**EDSP 520 APPLIED SYSTEMATIC
INSTRUCTION Credits: 3**

This course analyzes pedagogical features of systematic, applied, embedded and naturalistic instructional approaches, not limited to the traditional direct trial instruction in one-on-one format of ABA. Informed and intellectual discussions about important issues, research-based practices, the provision of FAPE, equitable access to the grade-appropriate core curriculum for students with Autism Spectrum Disorder/Developmental Disabilities, is offered.

Prerequisites: EDSP 602 with a B- or higher.

**EDSP 522 DEV&APPLYNG SKLS CURCM
K-12 LV Credits: 3**

This course is designed to prepare participants with the skills to effectively develop and implement functional curriculum and related-skills programming and use data-based decision making across applied and naturalistic paradigms meaningful for the full continuum of students with disabilities, with a specific focus on school-age students with significant disabilities and ASD. The candidate will learn evidence-based instructional strategies, methods, and supports such as assistive technology and augmentative communication systems, as applied across varied instructional settings.

Prerequisites: EDSP 525 with a B- or higher.

**EDSP 524 SPED TCHR LDRSHP PRAC K-12
LEV Credits: 3**

In this course, the candidate will learn how to develop an IEP, how to coordinate meetings and how to work collaboratively with families and other education personnel including paraeducators, related services professionals, general education teachers, school administrators and any others relative to the education of students within the full continuum of disabilities. This course also addresses classroom administration, scheduling logistics and understanding resource allocation as it pertains to providing access and inclusion across instructional settings for students eligible for special education services.

Prerequisites: EDSP 526 with a B- or higher.

**EDSP 525 PRAC IN LA,LITCY,MATH K-12
LEV Credits: 3**

The purpose of this course is to examine foundational strategies and methodologies related to language arts (reading, writing, speaking, listening), literacy in the content areas, and mathematics. The candidate will develop skills in applying evidence-based instructional strategies relevant to the full continuum of students with disabilities in a variety of instructional settings. These courses address the application of Universal Design for Learning (UDL) during instruction to promote learning for students with disabilities, and for students with disabilities who are English language learners.

Prerequisites: EDSP 572 with a B- or higher.

**EDSP 526 MANGNG&TCHNG LRNG ENV
K-12 LEV Credits: 3**

The purpose of this course is to gain in-depth knowledge of managing learning environments for students across the full continuum of disabilities. These courses address practices related to multi-tiered supports e.g., positive behavior supports, Response to Intervention (RtI) and Universal Design for Learning (UDL); in order to ensure students with disabilities make progress in the grade appropriate general education curriculum. The candidate will apply these concepts as they relate to providing a Free Appropriate Public Education (FAPE) for the full continuum of learners eligible for special education services.

Prerequisites: EDSP 510 with a B- or higher.

**EDSP 530 AT:STUDENTS WITH
DISABILITIES Credits: 3**

Analysis of benefits and barriers of research-based practices and trends, in the use of Assistive Technology and Alternative Augmentative Communication related to students with disabilities is offered. We will examine how these supports influence equity, promote access to grade-appropriate and functional curriculum, assure FAPE and shape policy.

Prerequisites: EDSP 520 with a B- or higher.

**EDSP 540 ISSUES/PRACTICES IN ECSE/
EI Credits: 3**

A comprehensive review of ECSE/EI legislation and practices aimed to serve young children with disabilities in an inclusive, accountable, and equitable manner. A strong focus on promoting families as partners, collaboration across-disciplinary service providers and use of research-based practices addressing a range of socio-economic, linguistic and cultural experiences, is offered.

Prerequisites: EDSP 530 with a B- or higher.

EDSP 572 STDNT ASMNT & EVAL K-12 LEVEL Credits: 3

The purpose of this course is to provide the candidate with knowledge of evidence-based practices in assessment and evaluation in special education. The candidate will acquire skills in administering formal and informal assessments and in evaluating assessment outcomes for program decision-making for students across the full continuum of disabilities. The candidate will explore the use of Response to Intervention (RtI) as it relates to eligibility for Students with Specific Learning Disabilities and the use of Adaptive Behavior Scales in program development for students with moderate to severe disabilities. Students will understand models used in Oregon school districts to determine eligibility and Oregon State approach to modified and alternative Statewide Assessment for students across the full range of disabilities.

Prerequisites: EDSP 524 with a B- or higher.

EDSP 587 ETHICAL EDUCATOR IN SPED Credits: 3

The responsibility of special educators is to employ ethical practice in the daily activities of their personal and professional lives. This course will examine underlying assumptions and policies to support or erode equitable, ethical principles and practices in special education-related contexts.

Prerequisites: EDSP 540 with a B- or higher.

EDSP 598 PRACTICUM I (MILD,MOD,SEVRE) Credits: 2

This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 10 weeks (One practicum per term), for at least 2 days a week, for a minimum of 90 hours working with students with mild to severe learning disabilities. This practicum will focus on students with learning disabilities. Candidates will access various program models in public schools during the CU Fall or Spring terms. No practicums are provided in summer. Practicum is schedule upon successful completion of all coursework. During the practicum, the candidate will prepare and teach from one work sample and complete various practicum-related activities as assigned. There is an important emphases to demonstrate knowledge of district context, focus-student assessment, IEP planning, program lesson and unit planning, instruction and data collection. The candidate will provide a critical review of teaching pedagogy, the research related to the use of specific evidenced instructional practices and student learning goals as aligned to the grade appropriate general-education curriculum for students with learning disabilities. The use appropriate interpersonal and effective communication skills with colleagues, the general education community, administrators and with families across various linguistic and cultural characteristics.

EDSP 599 PRACTICUM II (MILD,MOD,SEVRE) Credits: 2

This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 10 weeks (One practicum per term), for at least 2 days a week, for a minimum of 90 hours working with students with mild to severe disabilities. Candidates will access various program models in public schools during the CU Fall or Spring terms. No practicums are provided in summer. Practicum is schedule upon successful completion of all coursework. During the practicum, the candidate will prepare and teach from one work sample and complete various practicum-related activities as assigned. There is an important emphases to demonstrate knowledge of district context, focus-student assessment, IEP planning, program planning, instruction and data collection. The candidate will provide a critical review of teaching pedagogy, the research related to the use of specific evidenced instructional practices and student learning goals as aligned to the grade appropriate general -education curriculum for students with significant disabilities. The use appropriate interpersonal and effective communication skills with colleagues, the general education community, administrators and with families across various linguistic and cultural characteristics.

EDSP 602 CONTEMP EDUCNL THOUGHT IN SPED Credits: 3

This course will stimulate informed and intellectual discussions through critical review of research-based practices, discussion of controversial issues identified in the professional literature and contemplation of the most current legal case law decisions shaping special education policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of students with disabilities. An on-going active investigative dialogue should result in willingness on the part of the course participants to promote a positive democratic society, uphold ethical practices and foster inclusive citizenship through effective change in their own schools and classrooms, on behalf of individuals with special needs, families of children with disabilities and the school professional who serves these children.

EDSP 622 LEGAL ASPCTS OF SPED PRACTICE Credits: 3

This course is an in-depth examination of the historical and current case-law, legal issues, legislation and initiatives pertaining to special education services and its application to daily practice. This course examines current legislative requirements defined by IDEA, ADA, 504, and ESEA. The candidate will critically review federal and state special education Administrative Rules and examine practical aspects of the assurance of FAPE on behalf of students eligible for special education services. **Prerequisites:** EDSP 522 or EDSP 523 with a B- or higher.

Environmental Management (ENV)

ENV 501 ENV & NAT RES ECON AND FINANCE Credits: 3

This course explores the impact of environmental and natural resource financial and economic factors affecting businesses and their ability to comply with environmental/natural resources regulations. Alternatives-based problem solving is used as tool to arrive at practical solutions to real business issues. Cost-benefit analysis and natural resource valuation are stressed.

ENV 511 ENVIRONMENTAL LAW AND ETHICS Credits: 3

An introduction to the history of state and federal laws which apply to environmental/natural resources protection in the United States, and discussion of ethical standards for environmental/natural resources professionals. Two or three specific Environmental/Natural Resources Acts will be reviewed. Overlying this legal component of the course is a review of the ethical dilemmas associated with the environment/natural resources.

ENV 555 RISK ASSESSMENT Credits: 3

This course is designed as a hands-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques.

ENV 561 NEGOTIATIONS Credit: 1

More and more corporations, individuals, and non-profit organizations are becoming involved in situations in which they find themselves having to negotiate with outside parties (e.g., consumer organizations, environmental regulatory agencies, environmental actions groups, etc.). This course introduces the student to the fundamentals of negotiating and how to be an effective negotiator.

ENV 562 CONFLICT MANAGEMENT Credit: 1

As our society becomes more cognizant of potential pollutants and their effect on humans and the environment, the cry by all points of view for active participation in the decision-making process often quickly polarized the individuals, corporations, or non-profit organizations involved. This can cause both internal and external conflict. Managing this conflict is critically important. This course looks at various methods/theories for managing conflict in the environmental context in an effort to provide a framework for ultimate resolution.

ENV 563 ALTERNATIVE DISPUTE RESOLUTION Credit: 1

Litigation has proven to be a highly costly and ineffective manner for resolving conflicts. Accordingly, a number of alternative procedures to resolve disputes short of litigation have developed. This course reviews some of the procedures (e.g., mini-trial, mediation, arbitration, etc.) and explains their appropriateness and limitations.

ENV 582 ENVIRONMENTAL PROJECT MGMT Credits: 3

Covers the theory and practice of project management in the environment/natural resources context. Looks at defining projects, determining resource requirements, writing request for proposals, outlining contract requirement, defining and sequencing tasks and creating project schedules. A major goal will be to understand the development of the environmental/natural resources climate in which environmental/natural resources projects take place.

ENV 590 ENVIRONMENTAL MGMT PRACTICUM Credits: 1-6

An opportunity to apply environmental/natural resources concepts and techniques through work with an organization or company active in the environmental/natural resources management field.

Prerequisites: Program Director Approval.

ENV 591 ENVIRONMENTAL NAT RES PROJECT Credits: 1-6

This course requires the student to construct a research project that will analyze a sustainability/natural resource/ environment related situation or situations. It will typically involve delineation of the issue(s) to be studied, a detailed factual presentation, significant analysis of the facts in light of pertinent law and policy, and conclusions/recommendations.

Health Care Administration (HCA)

HCA 511 HC ETHICS AND LAW Credits: 3

This course addresses the legal and ethical aspects of health care delivery. It emphasizes the legal and ethical background for responsible decision making.

HCA 512 LAW & ETHICS IN GERIATRICS Credit: 1

This course explores the legal and ethical aspects of the delivery of health and social services to the elderly. It will emphasize the legal, ethical, and moral background for decision making in such areas as paternalism, competency, equal distribution of resources, and end-of-life issues.

HCA 521 LDRSHIP IN HC ORGS Credits: 3

This course explores the complex world of healthcare management and leadership from the perspective of day-to-day operations in multifaceted health care organizations during a time of restructuring and reform. This course looks at management and leadership as a continually evolving art and science and provides a broad overview of the general principles of management and leadership. Management functions, management skills, and personal interaction skills are examined from both theoretical and case study viewpoints.

HCA 522 HEALTHCARE FINANCE Credits: 3

This course explores the basic foundations of health care finance and gives the student a basic understanding of health care finance as it relates to health care management. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

HCA 531 HLTH CARE POLICY & REGULATION Credits: 3

This course explores the origin of government and policy making in the United States and then applies that knowledge to the development of health policy over time and current and future trends in health policy. The course also explores the theoretical framework of health policy issues.

HCA 532 HEALTHCARE REIMBURSEMENT Credits: 3

This course examines the origin and evolution of the healthcare reimbursement system including managed care and emerging reimbursement models such as value-based purchasing. Content includes the overall managed care system, structural models, and newly emerging models such as ACOs and CCOs. Other topics addressed include administrative and governance activities, reimbursement methodologies, government regulation, and accreditation requirements.

HCA 541 STRATEGIC PLAN & MARKET Credits: 3

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the organization. Both the organizational and marketing planning cycles will be identified and the steps in developing and implementing strategic plans at both levels will be examined.

HCA 551 HEALTH CARE SEMINAR Credit: 1

Current advanced health care topics in a workshop format. Topics will be announced by program director.

HCA 552 QUALITY ASSESS & IMPROV Credits: 3

This course examines strategies for assessing and assuring quality of care in the U.S. health care system, including an emphasis on methods of examining the structure, processes, and outcomes of health care.

HCA 570 MANAGING HUMAN RESOURCES Credits: 3

This course demonstrates the direct relationship between the effective use of human resources and organizational success. It studies resource development from the standpoint of recruiting, selection, training, motivation, and other significant areas of management responsibility.

HCA 581 ISSUES IN WORKING WITH ELDERLY Credits: 3

This course provides a basic understanding of biopsychosocial issues prevalent when working with older adults, as well as related policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

HCA 582 SYSTEMS IN L.T. CARE Credit: 1

This course explores the multi-disciplinary nature of long-term care and its blend of health and human services. This continuum of care will be discussed from a management and systems perspectives in order to provide guidelines for administration.

Health and Physical Education Graduate (EDHP)

EDHP 515 ISSUES/RESEARCH IN HPE Credits: 3

This course will challenge the experienced educator to review, discuss, synthesize, and apply current issues and research pertinent to the teaching of health and physical education. Students will utilize technology to assist in the search, development, and presentation of individual and collaborative projects. Learning activities will promote the development of a new repertoire of instructional and evaluative techniques and will include strategies for meeting the needs of a diverse student population, including students with special needs.

EDHP 516 AUTH & ALTERNATV ASSESS IN HPE Credits: 3

In this course experienced health and physical educators will examine authentic and alternative methods of assessing student learning and holding students accountable to local, state, and national standards.

EDHP 517 INNOVATIVE CURR IN HPE Credits: 3

The goal of this course is to examine innovative curriculum models and activities related to the field of health and physical education. Specifically, the course will examine programs and scholarly research in the related field and directly apply concepts learned to existing and/or prospective programs and facilities. Students will examine psychological effects in the use of innovative curriculum methods.

EDHP 518 MANAGING THE DIVERSE HPE ENVR Credits: 3

In this course experienced health and physical educators will learn to develop a repertoire of practical consequences to use when students misrepresent classroom expectations. The processes and strategies presented will enhance teacher self-confidence and student self-esteem, invest in student social problem solving and self-regulation as serious components of the health and physical education curriculum and instruction and to enhance mediation skills with students.

EDHP 519 HEALTH PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, health education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed health education specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the health education pedagogy explored throughout the health education endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University health education supervisor who will visit or make contact with the health education specialist candidate a minimum of four times during the course of the practicum. The health education practicum must take place in a health education classroom.

EDHP 520 PE PRACTICUM Credits: 2

In accordance with the requirements of Concordia University and Teacher Standards and Practices Commission, physical education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed physical education specialist, who will be known as the mentor. The practicum hours may include teaching, planning, and attending meetings directly reflecting the physical education pedagogy explored throughout the physical education endorsement coursework. The mentor and candidate will meet on a weekly basis. The candidate will also work with a Concordia University physical education supervisor who will visit or make contact with the physical education specialist candidate a minimum of four times during the course of the practicum. The physical education practicum must take place in a physical education setting (i.e. gym, etc).

Homeland Security & Emergency Management (HSEM)

HSEM 501 CRITICAL ISSUES IN HSEM Credits: 3

This course reintroduces the homeland security professional to the wicked problems and salient issues unique to the homeland security enterprise. Candidates will explore a number of contemporary issues and their near-term and long-term impacts on homeland security policies and practices. Among the issues examined will be collaboration among disciplines and non-traditional organizations, social issues impacting homeland security, disruptive technologies, civil rights and privacy and building trust and influence with decision-makers. This course serves as an introduction to the graduate level study of homeland security via this program.

HSEM 502 EMERGENCY & DISASTER MGMT Credits: 3

This course explores the evolving threats and drivers propelling the need to continually expand and improve our response capabilities. This course examines the effectiveness of disaster response and the efficacy of how emergencies are managed through an examination of case studies and the application of social science research. This course examines the rising costs of managing disasters, and strategies to improve surge capacity and sustainability in a challenging budget environment. Rather than an introduction to emergency management tools and techniques, a major focus of this course is leveraging innovation and futuristic thinking to employ alternate, community-focused strategies to build resiliency.

HSEM 503 RISK ANALYSIS & VULNERABILITY MITIGATION Credits: 3

Protecting our nation's critical systems and essential functions requires a multilayered security and emergency management approach to protect and enhance our infrastructure systems. This course will explore threats to infrastructure ranging from deferred maintenance of aging assets and the stresses of natural disasters, to acts of sabotage, denial of service, and terrorism. This course focuses on the factors considered in the calculation of threat and vulnerability to evaluated potential consequences of failure. Students will gain tools with which they can make assessments, and craft strategies to lessen the impact of attacks, and reduce consequences of attacks.

HSEM 504 HS LEADERSHIP CHALLENGES Credits: 3

This course focuses on the challenges facing homeland security leaders in our increasingly complex society. Candidates will engage in a robust analysis of the problems that arise when protecting and securing a free society. This course examines policies and doctrine that formulate the foundation of current homeland security practices. Candidates will study design thinking practices applied towards issue definition and problem solving and taking responsibility to lead and shape future strategies through the development of policies, governance structures and organizational vision.

HSEM 505 STRATEGIC THINKING FOR HS Credits: 3

The discipline of homeland security presents leaders with a number of unique problems that must be addressed in order to effectively protect the homeland. Consequently, leaders must be able to articulate a clear strategy to address these issues in order to be effective at responding to scrutiny by media and the public. Candidates in this course will study the current and past strategies used to secure local communities and the nation and explore the future social, economic, and legal challenges to national and global security. As a key assignment, candidates will be required to conduct research that investigates past and current security strategies and ultimately develop a paper that incorporates their original ideas for a successful 21st century security strategy.

HSEM 506 HSEM RESEARCH METHODS Credits: 3

This course is designed to aid candidates in conducting their thesis research. Candidates will be introduced to the general concepts needed to understand research in the social sciences. They will be introduced to several research methods that may be employed in the development of their thesis, and the ethical issues and processes associated with conducting research involving human subjects. Candidates will conduct a literature review, develop their problem statements and select their research methodology. Candidates will develop and submit their thesis proposal to Concordia's Institutional Review Board (IRB) and prepare to proceed with the proposed project for their thesis course.

HSEM 610 CYBER THREATS AND SECURITY Credits: 3

Homeland security leaders must be equipped with a basic knowledge of security essentials and system designs necessary for the effective protection of networked critical infrastructure. Criminals, saboteurs and terrorists use the internet to exploit businesses and government and use cyberattacks to defraud the public and fund terrorist activities. This course will explore cyber threats and the tools and techniques used to defend networks and systems against attacks. This course prepares candidates to coordinate the application and improvement of cyber security hardware and network security components for the defense of critical infrastructure from advanced persistent threats.

HSEM 630 TERRORISM AND INTELLIGENCE Credits: 3

This course examines emerging terrorist threats to the U.S. and strategies to disrupt terrorist plots. Candidates will explore the life cycle of terrorist organizations and the role of counterintelligence. They will become aware of the collection, analysis and evaluation of intelligence, the management of the intelligence function, as well as the influence of intelligence in shaping operational security decisions. Candidates in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work. Finally, candidates will review a case study of how a terrorist organization has ended, and the issues that impacted its demise to better understand how to counter current and future threats to homeland security.

HSEM 699 HSEM THESIS Credits: 6

This course is the capstone of the entire HSEM program. Candidates will collaborate with their advisor to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. Candidates will conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their findings. Thesis students are guided through the components of the thesis with their advisor. The course culminates with a defense of the thesis in an open forum.

HSEM 301 INTRO HOMELAND SECURITY Credits: 3

This course provides an initial exposure to national security studies and is designed to provide a basic understanding of this topic to those pursuing a major as well as those with an interest in this field of study. Students will explore the definition of homeland security, identify the stakeholders and current issues, explore its relevance in today's society, and explore what may be emerging under the national security umbrella. Homeland Security has become part of the American lexicon, and students in this class will give the discipline an academic scrutiny.

HSEM 310 INTEREST INTEGRATION Credits: 3

One of the most important skills for the future emergency preparedness or national security practitioner is the ability to facilitate the successful integration of stakeholders from disparate groups. As with any complex issue, emergency management and homeland security have a wide variety of interested parties, and their respective agendas may be at odds. This course will explore various interest groups and their agendas, and provide the student with practical methods to coalesce these groups for the benefit of local, regional and national security.

HSEM 315 RISK/ANALYSIS/IMPACT Credits: 3

This course gives the student an opportunity to study how risk is determined, and what value this information has for the homeland security practitioner. Students will explore how assessments are conducted, and how data is processed into a picture useful to the preparation, prevention and response to a disaster. Once a risk picture exists, security leaders can decide what to protect, and the impact of the loss of a particular asset. This process is a key element of Critical Infrastructure Protection.

Prerequisites: HSEM 301 with a C or higher.

HSEM 330 PSYCH OF TERRORISM Credits: 3

This course emphasizes the study of the psychology of terrorism, and reviews those conditions that foster terrorism and suicide bombers as well as the psychological impact of terrorism on our local, national, and international communities. Candidates will study the social aspects of terrorism, and how its use fits into the political spectrum of existing and emerging countries. Radical terrorist groups will be investigated from a cultural, religious and philosophical perspective.

HSEM 332 ROOTS OF TERRORISM Credits: 3

This course includes the study of terrorism as the impetus for the development of Homeland Security as a discipline and industry. It will define and address those conditions that foster domestic terrorism, as well as study the psychological impact of terrorism on our nation's communities. Further, it will address the social aspects of terrorism, and how terrorism works into the political spectrum and can thus impact domestic policy. A number of domestic terrorist groups will be investigated including left wing and right wing groups, as well as single purpose entities such as environmental or radical antiabortion groups. Students will consider counter-radicalization, the media campaign, counter-terrorism, and the exploration of the human terrain initiative.

Prerequisites: HSEM 301 with a C or higher.

HSEM 335 CYBER SECURITY Credits: 3

This course will study security in the virtual world. Course work will study the threat, as well as policy issues that thrust cyber activity into the criminal realm, or the realm of international conflict and the rules of war. Threat analysis will include some types of threat, theft of intellectual property, and infrastructure disruption.

HSEM 360 EMERG PREPAREDNESS Credits: 3

This course explores the roles, duties and responsibilities of Emergency Management (EM) on the local, state, federal and private levels as well as the duties and responsibilities of each. The course will also explore how EM differs from other security functions through its involvement with crisis management: decisions made with limited data, new or non-customary relationships, changing scale of responsibilities, and an evolving role of private industry and citizens. Students will also gain an exposure to the Incident Command System.

HSEM 365 VOLUNTEERS, DONTNS & HUM AID Credits: 3

This course explores the complexities of coordinating the unmet needs and immense anxiety of disaster survivors, with the structure and rigor of government public safety agencies and the capabilities of both organized and unaffiliated volunteers. Students will study the structure and goals of Volunteer Organizations Active during Disasters (VOADs) and spontaneous digital technology communities, active across the world. This course also examines the interface between international humanitarian aid efforts and federal coordinating agencies.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 390 TECHNOLOGY FOR HSEM Credits: 3

Government agencies in today's fast-paced Information Age are more dependent than ever on technology to ensure a common operating picture and effective information sharing among partners. This course provides students a broad overview of homeland security technologies, information systems, surveillance technology, communications systems, and emerging and disruptive technologies. Students will examine the maturity of technologies along the adoption spectrum and develop and apply requirements for influencing future capabilities. This course focuses on technology as a tool to support homeland security and emergency management personnel regardless of functional specialty.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 395 SPECIAL TOPICS HSEM Credits: 3

Topics will be announced by program director.

Prerequisites: HSEM 301 with a C or higher.

HSEM 401 MORAL DESCN MKG, POLCS, CIV RGHT Credits: 3

This course examines the cross-sections of ideologies that influence morals, government roles and policies to keep order, and the civil rights of Americans. The American population fosters an array of opinions and attitudes about homeland security, government laws designed to protect lives, the policies and statutes of government agencies, and the conflicts that can arise impacting civil rights and liberties. Students in this course will analyze and engage in discourse to explore and gain an understanding of the overlap and dichotomies between the policy decisions of government officials and civilian values and morals.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 406 CHAR ETHICS OF LEADERSHIP Credits: 3

Candidates will explore contemporary models of security leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and, perhaps most importantly, of serving others.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 415 STRAT PLANNING & BUDGETING Credits: 3

All national security efforts should flow from the National Strategy for Homeland Security since it is this document which drives all subsequent levels to include state, local and business strategies for local and national security. This course explores national strategy development, the existing strategies for homeland security, and provides students with a detailed overview of how these strategies flow into resourcing and budgeting.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 440 CRITCL INFRASTRUCTURE PROTCN Credits: 3

Protecting our nation's critical infrastructure requires a multilayered security and emergency management approach. Students in this course will explore security threats to infrastructure ranging from low-level offenses such as vandalism and theft, to acts of sabotage, denial of service, and terrorism. Critical infrastructure systems are also vulnerable to the effects of natural disasters. As a result, the ability to respond and quickly restore interruptions in service is constantly tested through emergencies and natural disasters such as flooding, wind and ice storms, earthquakes and hurricanes. This course examines the need to manage aging infrastructure, strengthen resiliency, and protect against intentional attacks.

Prerequisites: HSEM 315 with a C or higher.

HSEM 450 RELIGION IN THE MODERN WORLD Credits: 3

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

Prerequisites: HSEM 332 with a C or higher.

HSEM 454 INTEL COMMUNITY Credits: 3

Quality Intelligence provides the homeland security leader on any level with timely analysis of relevant information. The challenge with this intelligence is to guarantee it is collected and utilized within legal guidelines and still provide appropriate assistance from the best sources possible. This course introduces the student to the intelligence community, the intelligence process, the legal and ethical conduct expected and required in gathering intelligence, and intelligence analysis. Students will better understand integration of sources, and how intelligence can be used to optimize the homeland security effort.

Prerequisites: HSEM 332 with a C or higher.

HSEM 464 BLDG RESILIENT COMMUNITIES Credits: 3

Resilient communities are those that have taken appropriate actions to minimize the impact of a catastrophic occurrence. Historical examples show that life is never the same after a disaster, but communities that survive and thrive are those that have resiliency. This course will step students through the emergency management planning cycle (prevent, prepare, respond, recover) to illustrate how to foster community resiliency.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 470 MANAGING DISASTERS Credits: 3

This course examines the complex and fast-moving environment surrounding disaster management. While emergency preparedness, resilience, and mitigation efforts can lessen the impacts of disasters, we cannot eliminate all threats. This course examines the competing priorities, the structures required by the federal government, and the roles and responsibilities of the many different players with a role during the response phase. Students will explore different scale disasters through exercises that will test and overwhelm local and regional capabilities. Local students will use Concordia's Homeland Security Simulation Lab to engage with peers and learn how disasters escalate with cascading consequences. Students will gain knowledge about federal disaster declarations and systems used to coordinate logistics and support of out-of-area resources.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 494 PRACTICUM Credits: 6

The practicum is the culmination of the learning process where theory is put into practice. For the security studies major, there are two options for this final effort. First, students can elect to research a specific element of foreign or domestic terrorism. This would require an in depth study of a particular group, with a final product of a mitigation or co-opting strategy. The alternative is an emergency management project that would include the creation of a detailed emergency preparation or response action plan. The plan would be based on a risk analysis that includes critical infrastructure protection, threat prioritization, and intelligence analysis.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher.

HSEM 498 HSEM INTERNSHIP I Credits: 1-6

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, will apply their acquired knowledge to real world organizations' goals, objectives and missions. Students will refine their skillsets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher; Program Director approval.

HSEM 499 HSEM INTERNSHIP II Credits: 1-6

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, will apply their acquired knowledge to real world organizations' goals, objectives and missions. Students will refine their skillsets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

Prerequisites: HSEM 301 and HSEM 360 with a C or higher; Program Director approval.

HSEM 501 CRITICAL ISSUES IN HSEM Credits: 3

This course reintroduces the homeland security professional to the wicked problems and salient issues unique to the homeland security enterprise. Candidates will explore a number of contemporary issues and their near-term and long-term impacts on homeland security policies and practices. Among the issues examined will be collaboration among disciplines and non-traditional organizations, social issues impacting homeland security, disruptive technologies, civil rights and privacy and building trust and influence with decision-makers. This course serves as an introduction to the graduate level study of homeland security via this program.

HSEM 502 EMERGENCY & DISASTER MGMT Credits: 3

This course explores the evolving threats and drivers propelling the need to continually expand and improve our response capabilities. This course examines the effectiveness of disaster response and the efficacy of how emergencies are managed through an examination of case studies and the application of social science research. This course examines the rising costs of managing disasters, and strategies to improve surge capacity and sustainability in a challenging budget environment. Rather than an introduction to emergency management tools and techniques, a major focus of this course is leveraging innovation and futuristic thinking to employ alternate, community-focused strategies to build resiliency.

HSEM 503 RISK ANALYSIS & VULNERABILITY MITIGATION Credits: 3

Protecting our nation's critical systems and essential functions requires a multilayered security and emergency management approach to protect and enhance our infrastructure systems. This course will explore threats to infrastructure ranging from deferred maintenance of aging assets and the stresses of natural disasters, to acts of sabotage, denial of service, and terrorism. This course focuses on the factors considered in the calculation of threat and vulnerability to evaluated potential consequences of failure. Students will gain tools with which they can make assessments, and craft strategies to lessen the impact of attacks, and reduce consequences of attacks.

HSEM 504 HS LEADERSHIP CHALLENGES Credits: 3

This course focuses on the challenges facing homeland security leaders in our increasingly complex society. Candidates will engage in a robust analysis of the problems that arise when protecting and securing a free society. This course examines policies and doctrine that formulate the foundation of current homeland security practices. Candidates will study design thinking practices applied towards issue definition and problem solving and taking responsibility to lead and shape future strategies through the development of policies, governance structures and organizational vision.

HSEM 505 STRATEGIC THINKING FOR HS Credits: 3

The discipline of homeland security presents leaders with a number of unique problems that must be addressed in order to effectively protect the homeland. Consequently, leaders must be able to articulate a clear strategy to address these issues in order to be effective at responding to scrutiny by media and the public. Candidates in this course will study the current and past strategies used to secure local communities and the nation and explore the future social, economic, and legal challenges to national and global security. As a key assignment, candidates will be required to conduct research that investigates past and current security strategies and ultimately develop a paper that incorporates their original ideas for a successful 21st century security strategy.

HSEM 506 HSEM RESEARCH METHODS Credits: 3

This course is designed to aid candidates in conducting their thesis research. Candidates will be introduced to the general concepts needed to understand research in the social sciences. They will be introduced to several research methods that may be employed in the development of their thesis, and the ethical issues and processes associated with conducting research involving human subjects. Candidates will conduct a literature review, develop their problem statements and select their research methodology. Candidates will develop and submit their thesis proposal to Concordia's Institutional Review Board (IRB) and prepare to proceed with the proposed project for their thesis course.

HSEM 610 CYBER THREATS AND SECURITY Credits: 3

Homeland security leaders must be equipped with a basic knowledge of security essentials and system designs necessary for the effective protection of networked critical infrastructure. Criminals, saboteurs and terrorists use the internet to exploit businesses and government and use cyberattacks to defraud the public and fund terrorist activities. This course will explore cyber threats and the tools and techniques used to defend networks and systems against attacks. This course prepares candidates to coordinate the application and improvement of cyber security hardware and network security components for the defense of critical infrastructure from advanced persistent threats.

HSEM 630 TERRORISM AND INTELLIGENCE Credits: 3

This course examines emerging terrorist threats to the U.S. and strategies to disrupt terrorist plots. Candidates will explore the life cycle of terrorist organizations and the role of counterintelligence. They will become aware of the collection, analysis and evaluation of intelligence, the management of the intelligence function, as well as the influence of intelligence in shaping operational security decisions. Candidates in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work. Finally, candidates will review a case study of how a terrorist organization has ended, and the issues that impacted its demise to better understand how to counter current and future threats to homeland security.

HSEM 699 HSEM THESIS Credits: 6

This course is the capstone of the entire HSEM program. Candidates will collaborate with their advisor to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. Candidates will conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their findings. Thesis students are guided through the components of the thesis with their advisor. The course culminates with a defense of the thesis in an open forum.

Int'l Development and Service (IDS)

IDS 500 SOCIALLY ENGAGED BUDDHISM Credits: 3

This course is a study of Buddhism's practical applications in the modern world. We will discuss how Buddhists in Asia approach various development and social issues. Focusing on topics such as gender, education, ecology, social justice, and others, this course offers opportunities for critical thinking and discussion about the relationship of Buddhism to modern problems.

IDS 501 CURR ISSUES IN GLOBALIZATION Credits: 3

This course examines current issues relating to globalization so that students develop a critical understanding of the forces and outcomes – as experienced in real-life situations – by examining the historical roots of globalization, its economic, political, cultural and ideological dimensions through the prism of providing service to grassroots agencies in communities at home and abroad. Students in this course will address comparative development issues by examining different institutional factors that affect how nations in various parts of the world rise or fall in the global economy, and how national development issues are profoundly shaped by powerful international organizations (like the World Bank, the International Monetary Fund, and the World Trade Organization), transnational corporations, and technology.

IDS 502 EUROPEAN INITIATIVES GLBL EDU Credits: 3

The course examines institutions that deal with international education in the European context and the approach they adopt on promoting a policy of internationalization, mutual learning, comparison and exchange of good practices.

IDS 503 INT'L DEV FRAGILE SOCIETIES Credits: 4

This course will examine the concept of state/community fragility and current approaches to development in vulnerable settings. Focus will be given to the role of transnational and cross-boundary factors that may contribute to fragility such as post-conflict or war challenges, trade in illicit commodities and natural resources; organized crime; global financial flows and their interplay with local dynamics and actors; gender inclusivity and inequity; the rise of religious fundamentalism; and the impact of human-made and environmental catastrophes.

IDS 504 CONTEMP ISSUES IN INTL EDUCATN Credits: 3

This course examines ways that U.S. colleges and universities develop and administer international education programs and services by looking at both the theory and practice behind their international initiatives, including Study Abroad Program Development and Implementation; International Student and Scholar Services; International Service-Learning, Practicum, Internships, and Careers; Faculty Development; International Travel and Research; International Development and Grants; International Exchange Development and Administration.

IDS 505 DEV POST-COLONIAL AFRICA Credits: 4

This course will explore international development in post-Colonial Africa. Particular focus will be given to the case study of South Africa. Students will trace the roots of the current obstacles to development and investigate ways that South Africa's colonial history continues to shape and constrain its future.

IDS 506 BUSINESS & SOCIAL ENTREPRENEUR Credits: 3

Course provides an understanding of non- and for-profit enterprises in SE Asia.

IDS 508 PERSPECTIVES INT'L ENGAGEMENT Credits: 3

Drawing upon case studies and debates from the developing world, this course will explore how development and under development are linked in history, the human condition, and political economy. Using scientific research, news media, and films, students will learn about the history and evolution of international development practices and perspectives. They will also gain critical thinking skills while analyzing various drivers of development such as philosophical, theoretical, theological, and economic assumptions, State vital interest agendas, and the dynamic nature of globalization.

IDS 509 INTERNATIONAL ORGANIZATION Credits: 3

Course explores the role of international organizations in the global arena.

IDS 510 CONTEMPORARY THEORIES Credits: 3

Course provides an overview of the constructivist agenda for international relations theory.

IDS 511 REFLECTIONS I: INST IN SOCIETY Credit: 1

This course explores theories and practical realities of intercultural service-learning. Complements service placements and course work to help students make sense of their international experience and culture learning and to develop intercultural competence.

Topics discussed include intercultural communication, philosophies and skills of service-learning, citizenship, and civic engagement, and dynamics of power and privilege in service and global contexts, and how to function competently in an intercultural situation.

IDS 512 REFLECTIONS SEMINAR II Credit: 1

This course explores theories and practical realities of intercultural service-learning. Complements service placements and course work to help students make sense of their international experience and culture learning and to develop intercultural competence.

Topics discussed include intercultural communication, philosophies and skills of service-learning, citizenship, and civic engagement, and dynamics of power and privilege in service and global contexts, and how to function competently in an intercultural situation.

IDS 513 REFLECTIONS SEMINAR III Credit: 1

This course explores theories and practical realities of intercultural service-learning. Complements service placements and course work to help students make sense of their international experience and culture learning and to develop intercultural competence.

Topics discussed include intercultural communication, philosophies and skills of service-learning, citizenship, and civic engagement, and dynamics of power and privilege in service and global contexts, and how to function competently in an intercultural situation.

IDS 514 ADVANCED THEORIES Credits: 3

Students will use their knowledge about International Relations Theory in order to develop a deeper and more solid theoretical and empirical understanding of the various subtopics of this discipline.

IDS 515 INDEPENDENT RESEARCH STUDY Credits: 3

The course assists Master of Arts in International Development and Service students in progressing on their research for the final culminating (thesis) project.

IDS 516 SOCIAL REALITIES & DEVLMTN Credits: 4

This course helps students to contextualize the service experience in terms of the historical and present day social realities of Ecuador specifically and Latin America generally. Through readings, films, discussions, guest lectures, and field visits on topics such as gender, ethnicity, and politics and the environment, students will better understand the often complex economic, social and cultural situations that have caused important differences in wealth, opportunities and well-being between Ecuadorian populations. Utilizing this knowledge they will analyze the way global and local aspects interact to shape situations they encounter in their service sites and consider possible solutions.

IDS 519 SOCIAL RESEARCH METHODS Credits: 3

This course is designed to deepen students understanding of the methods with which social scientists work to systematically understand social phenomena, including identifying general patterns and relationships, testing and refining theory, and making predictions.

IDS 520 COMP EXAMINATION PROJECT Credits: 3

This course is designed to provide support to students completing their Culminating Project, a requirement for the M.A. degree in International Development and Service. The Culminating Project is the final requirement for completing the master's degree. This course will be offered each fall and spring term to help students design, develop, and present their comprehensive project.

IDS 532 ITALIAN EMIGRATION TO AMERICAS Credits: 3

This course gives students an understanding of how emigration has shaped Italy from an economic, sociocultural and political point of view.

IDS 533 INTERCULTURAL COMMUNICATION Credits: 3

This course is designed to give students a wide overview on contemporary discussions in multiculturalism, intercultural competencies and their many related dimensions and aspects while providing students with the appropriate critical tools; its main goal is to train professionals endowed with a proper intercultural sensitivity and an attitude to reflect upon intercultural issues.

IDS 535 EUROPEAN DEVELOPMENT POLICY Credits: 3

This course will give students a wide overview on the development of International Organizations, both Non-Governmental (INGOs) and Governmental (IGOs) in the world panorama, with a specific concentration on Europe, the position and role of European NGOs, the European Union in the globalized world, and development policy.

IDS 537 PRAGMATICS: ITALIAN CULT/LIT Credits: 3

The course aims to provide students with theoretical competences as well as with practical tools for communicating successfully within the Italian culture. The set of linguistic, pragmalinguistic, metalinguistic, and sociopragmatic competences acquired will constitute a conceptual grid that will allow the students to understand on a global scale the conceptual differences reflected into cultures and languages, and act locally within the Italian environment. The corner-stone idea of this course is that language constitutes a window onto the mind and onto the way in which the reality is conceptualized by a linguistic community, in this case the Italian one. In this perspective, understanding and being able to act successfully within a specific cultural framework cannot leave aside the (at least partial) understanding of the local language. This view relies on the most recent findings in cognitive science, which support with an increasing number of studies the embodied nature of our thought, and the importance played by our everyday experiences in shaping our world-view and our conceptual representations.

IDS 538 BUILDING RESILIENT COMMUNITIES Credits: 4

This course is designed to assist students working in the areas of international development, community relations, public health, education and other similar fields (in research, practice or policy) to understand and apply concepts of resilience and sustainability in ways that strengthen the innate capacity of communities. Emphasis will be placed upon identifying elements of social fabric that sustain communities through difficult times, including diversity, knowledge, skills and networks as well as interventions and grassroots social movements that build capacity and resilience at the local level.

IDS 539 SEMINAR Credit: 1

Seminars in subjects related to international development and education.

IDS 541 SUSTAINABILITY AND ENVIRONMENT Credits: 4

Students will review key concepts about environmental sustainability, and learn about the use of strategic thinking tools for the management of biodiversity and natural resources. Students will gather information about environmental problems in Ecuador and construct conceptual models and design strategies for the efficient management of those problems.

IDS 552 POLITICAL SOCIOLOGY THAILAND Credits: 3

The Thai nation emerged as a social construct, grouping together various peoples under a common political identity. Since World War II, the country gradually stabilized, both politically and economically. Thailand today has fast emerged as a thriving economy, an evolving constitutional monarchy, and an increasingly important player in the regional politics of Southeast Asia as well as an actor on the larger world stage. As such, Thailand represents a significant case study of a second generation developmental state, following Japan, Taiwan, and South Korea. This course examines the evolution of Thai governmental structures as well as Thailand's political and socioeconomic development over the last 75 years. Prominent themes will include key democratic institutions (political parties and elections) as well as the role of civil society in the democratization process. A short section will also examine Thai foreign policy and the situation in the far South.

IDS 554 CONTEMPORARY THAI SOCIETY Credits: 3

The purpose of this class is to introduce students to Thai social problems, social institutions and social change within the context of Southeast Asia, and particularly the Burmese impact on Thai society, through a combination of academic study and practical service. Through engaging in service students will gain a better academic understanding of these issues. At the same time the academic understanding will provide a fundamental background for successful completion of the service. Using ethnonationalism and armed conflict as a prism for understanding the root of many social ills in SE Asia, this course will explore service-learning cross-culturally by seeking to address some of the social problems facing Northern Thailand and its neighbor Myanmar/Burma and examine responses from the Thai public sector and members of civil society, including NGOs and religious institutions. The content of the course is largely political anthropology-focused. Students will also examine the nature of and the practical and ethical dimensions of effecting social change from outside of a society, and will examine the nature and impact of non-Thai social institutions. Throughout the course, students will engage in service through placement in a local agency.

IDS 555 HUMAN RIGHTS STRUGGLE SE ASIA Credits: 3

This course will examine why human rights abuses are possible on such an enormous scale and with such terrible intensity in Burma, either through direct mistreatment or criminal neglect of the population. Given the rise of Asian powers like China and India in what has been dubbed the New Asian Hemisphere, Southeast Asia, located between these two giants, is the perfect place to study the intersection of all that has gone amok in Asian politics. This course will bring us up to date through the systemic and systematic abuses of human rights in Burma, especially since the pro-democracy uprising of 1988 and culminating in the 2007 Saffron Revolution and the run-up to the 2010 election in Burma, otherwise known as Myanmar. The focus is on Burma, but we will contextualize this case study within the broader region of Southeast Asia and analyze other countries' experiences toward transition and a free market economy. We will compare Burma's human rights situation with that in other countries, including Iraq, Pakistan, China, the USSR Hitler's Germany and North Korea. We will also look at human rights in other parts of Southeast Asia as well as examine the internationalization of the Burma crisis and the role of the Association of South East Asian Nations (ASEAN).

IDS 556 FUNDRAISING & GRANT WRITING Credits: 2

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

IDS 557 HUMAN SECURITY IN ASIA Credits: 3

Since the end of the Cold war, global trends have shifted from focusing on conventional threats typically associated with national security towards non-traditional threats including famine, poverty, atrocities, environmental degradation, threat of disease, political repression, and the perils of social group-based identity conflicts. As such, the concept of security has been broadened as to incorporate and address these newly emerging issues and conflicts. No longer under this changing environment can state-actors alone resolve these challenges without the partnership of non-state actors. Central to the new concept of security is an emphasis on humans/people rather than the typical state sovereignty. This people-centered oriented approach or so-called Human Security has proven to be of fundamental importance and has thus become of universal concern given that it is applicable to any global citizen. Against this backdrop, this course will first examine theoretical debates on human security including its relevance to the new types of security threats; its different interpretations among scholars. In addition, the course will explore different key elements of the concept of human security (i.e., personal, economic, environmental, community, political, health), which indeed can be broadly categorized into two fundamental notions: freedom from fear and freedom from want. And these different features of human security will be analyzed in the context of Asia in general and Southeast Asia in particular.

IDS 558 INTL RELATION MAINLAND SE ASIA Credits: 3

This course represents an introduction to the international politics of mainland Southeast Asia. Mainland Southeast Asia comprises the countries of Myanmar (Burma), Thailand, Lao PDR, Cambodia, and Vietnam. The region is hemmed in by China in the north and India as well as Bangladesh in the west. Though most peoples in this region share Buddhism as a common religion, their cultures and languages are vastly different. Except for Thailand, these countries have also experienced colonization while all the states have had wars with other states or insurrections. This course frames the issues of conflict and conciliation in mainland Southeast Asia, by utilizing the lenses of Realism, Pluralism, Neo-Marxism, and Social Constructivism to explain and predict events in the region. Issues examined include border conflicts, non-boundary-related security threats, economics and trade within Southeast Asia, how nationalism has hindered collaboration, prospects for cooperation (e.g. ASEAN), and mainland Southeast Asia's relations with the great powers.

IDS 559 SOCIAL/HEALTH ISSUES THAILAND Credits: 3

This course represents an introduction to social and health issues in Thailand specifically and mainland Southeast Asia more generally. The course is team taught by a number of scholars and practitioners. It is divided into three parts that examine gender and sexuality, the impact of local and international development workers in Thailand and ends with a study of the connection between health and human rights in the Thai and Southeast Asian context. The course is designed for graduate students interested in both a theoretical understanding and practical approach to working on social and health issues in Thailand and Southeast Asia.

IDS 563 NONPROFIT MANAGEMENT Credits: 2

Approximately 30% of today's organizations are considered nonprofit. While many concepts and practices are similar to private-sector organizations, being a nonprofit also creates many differences. This course introduces key elements of nonprofit management activities. Focus is given to development of needs assessments, program evaluation, program strategies, long- and short-term planning, goal setting, recruitment and training, motivation and supervision.

IDS 599E IDS EXPERIMENTAL COURSE Credits: 4

This course is designed to assist students in the areas of international development, community relations, public health, education and other similar fields (in research, practice or policy) to understand and apply concepts of resilience and sustainability in ways that reinforce the innate capacity of communities. Particular attention will be paid to the role of community-led initiatives aimed at strengthening human capacity through ecological sensitivity and systemic change. Emphasis will also be on identifying elements of social fabric that hold communities together through difficult times, including diversity, knowledge, skills and networks; as well as interventions and grassroots social movements that build capacity and resilience at the local level.

Law (LAW)

LAW 101 SUCCESS SKILLS Credit: 1

Success Skills familiarizes students with the process of legal education and introduces the foundational skills required for optimal law school performance. The course covers reading and briefing cases, **notetaking**, synthesizing rules, creating course outlines, and drafting legal analysis in the context of the law school exam.

LAW 601 CIVIL PROCEDURE I Credits: 3

Pre-trial and trial proceedings under the Federal Rules of Civil Procedure, including pleadings, motions, discovery, jury trial rights, preliminary and permanent injunctive relief, judgments, and res judicata.

LAW 602 CIVIL PROCEDURE II Credits: 3

Personal and subject-matter jurisdiction; venue; state law applied in federal courts; federal law applied in state courts.

LAW 603 WRITING FOR THE BAR EXAM Credit: 1

This course teaches the writing, analysis, and time-management skills needed for success on the essay portions of the Uniform Bar Exam – the Multistate Performance Test and the Multistate Essay Examination. This course supplements, but does not replace, a traditional commercial bar review course. (Upper Level).

LAW 604 MOOT COURT COMPETITION Credit: 1

The course will require students to compete as members of a team in the American Bar Association Law Student Division's National Appellate Advocacy Competition by submitting a brief and participating in oral argument based on a hypothetical appeal to the United States Supreme Court. (Upper Level)

Prerequisites: LAW 671 with a 1.00 or higher.

LAW 605 CONSTITUTIONAL LAW I Credits: 3

Federalism and the Separation of Powers. (Upper Level).

LAW 606 CONSTITUTIONAL LAW II Credits: 3

The Bill of Rights and related individual liberties. (Upper Level)

Prerequisites: LAW 605 with a 1.00 or higher.

LAW 607 INTENSIVE LEGAL ANALYSIS Credits: 3

Intensive Legal Analysis is designed to help students develop and refine the analysis and problem-solving skills that are required for optimal success in law school, the bar exam, and in the practice of law. (Upper Level)

Prerequisite: LAW 625 with a 1.00 or higher.

LAW 608 PROPERTY LAW I Credits: 3

This course begins with theoretical and policy foundations for property law. The course then includes a study of adverse possession, estates and future interests, the Rule Against Perpetuities, rights and obligations inherent in concurrent ownership of real property, landlord-tenant law, and finally eminent domain and regulatory taking jurisprudence. (Upper Level).

LAW 609 CONTRACTS I Credits: 3

The creation of contracts and quasi contracts, including the elements of contracts, quasi contracts, and promissory estoppel; formalities relating to contract, including the parol evidence rule and the statute of frauds; capacity, legality.

LAW 610 CONTRACTS II Credits: 3

Interpretation, performance or discharge, and enforcement of agreements, including contractual damages, specific performance, reformation, rescission, restitution.

Prerequisites: LAW 609 with a 1.00 or higher.

LAW 611 CONTRACTS PRACTICUM Credits: 2

Contracts Practicum will provide students with experience in applying the principles learned in Contracts I and II through drafting and other exercises. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 612 CLINIC Credits: 1-6

Clinics offer students the opportunity for attorney-supervised live-client and real-life practice experiences and to reflect on those experiences and on the values and responsibilities of the legal profession and to develop the ability to assess performance and competence at defined lawyering skills. (Upper Level).

LAW 613 CRIMINAL LAW Credits: 3

Theories of criminal liability, essential elements of criminal responsibility, classifications of crimes, elements of crime at common law and by statute, defenses to criminal responsibility, theories of punishment and consequence, corporate criminal liability.

LAW 614 CRIMINAL PROCEDURE Credits: 3

Federal Rules of Criminal Procedure and the Idaho Rules of Criminal Procedure, constitutional requirements relating to the prosecution of persons for crimes, procedures for prosecution and defense of those accused of criminal conduct, judicial control of police practices by means of exclusionary rule, including search and seizure, and police interrogation, fundamentals of procedural due process, including defendant's privilege against self-incrimination, the right to counsel, right to trial, and double jeopardy, decision to prosecute, preliminary examination, bail, discovery, plea bargaining, confrontation, speedy trial, the relationship between fair trial and free press, habeas corpus, and cruel and unusual punishment.

LAW 615 CRIMINAL LAW PRACTICUM Credits: 2

Criminal Law Practicum will provide an opportunity to apply criminal law and criminal procedure concepts. The course will cover such topics as plea-bargaining and drafting warrant applications, Brady and Jencks Act disclosure, indictments, motions to suppress and dismiss, and sentencing memoranda. (Upper Level)
Prerequisites: LAW 613 and LAW 614 with a 1.00 or higher.

LAW 616 CRIMINAL ADJUDICATION Credits: 3

Examines the adjudication phase of the criminal process, focusing primarily on the constitutional doctrines regulating the adjudicative process. The course will cover topics such as prosecutorial discretion, selective prosecution, grand juries, right to counsel, discovery, plea bargaining, jury rights, double jeopardy, and appeals. (Upper Level).

LAW 617 EVIDENCE Credits: 3

Federal Rules of evidence, common laws foundations of rules of evidence, Idaho Rules of evidence, admission of evidence, authentication, credibility, witnesses, hearsay, rules relating to extrinsic policies, documents and papers, issues relating to electronic media and technological advances. (Upper Level)
Prerequisites: LAW 601 with a 1.00 or higher.

LAW 618 FOUNDATIONS OF JUSTICE Credits: 3

Introduction to the ideal of law, including religious, historical and comparative perspectives, and the American practice of law, including the obligations of an attorney and the challenges of practicing law.

LAW 619 PROPERTY Credits: 4

Theories of real and personal property, types of property, ownership, possession and use of property, types of property rights, transfer and conveyance of property rights, systems of recording and determining property rights, bailment, basic intellectual property rights. (Upper Level).

LAW 620 PROFESSIONAL RESPONSIBILITY Credits: 3

Issues relating to the ethical practice of law pursuant to standards articulated by the American Bar Association and the Idaho State Bar, licensure and licensure processes, treatment of misconduct, suspension and disbarment, processes of the Bar Association regarding the enforcement of ethical requirements, the role of courts in enforcing ethical requirements, requirements of ethical legal practice, client relationships, economic issues, fiduciary issues, loyalty and conflicts of interest, honesty and disclosure, relationships with the Courts, relationships with other legal counsel.

LAW 621 FEDERAL COURTS Credits: 3

Federal Courts provides advanced knowledge the jurisdiction and procedure of the federal courts under Article III of the U.S. Constitution and federal statutes. It will cover the law applied in federal courts, the power of federal courts over practice, limits on jurisdiction of the federal courts, and obligation of state courts to follow federal law. (Upper Level)
Prerequisites: LAW 602 and LAW 605 with a 1.00 or higher.

LAW 623 LEGAL RESEARCH AND WRITING I Credits: 3

Fundamentals of legal research, use of traditional law library resources and tools, use of electronic and online legal research tools, essential strategies of effective written communication, principles of clarity in written communication, understanding audience environment and needs in written communication, drafting and writing motions, discovery, trial and appellate briefs.

LAW 624 CIVIL RIGHTS Credits: 3

Covers the substantive, ethical and strategic issues involved in litigating civil rights actions. This course will allow students to both learn basic principles of governmental liability/ defenses and apply their knowledge of torts, constitutional law and civil procedure in litigation setting. (Upper Level)

Prerequisites: LAW 605 with a 1.00 or higher and LAW 606 with a 1.00 or higher or concurrent enrollment.

LAW 625 LEGAL RESEARCH AND WRITING II Credits: 3

Advanced research as to legislative, case and constitutional history, drafting and writing various legal documents including transactional documents, contracts, deeds and leases, legal correspondence, electronic communication, client communication, negotiating materials.

Prerequisites: LAW 623 with a 1.00 or higher.

LAW 626 TORTS I Credits: 3

Overview of intentional torts and defenses to them; negligence, including damages, contributory and comparative negligence, and defenses to claims of negligence.

LAW 627 FOUNDATIONS OF LEGAL ANALYSIS Credits: 3

This course is designed to develop six foundational skills expected of lawyers regardless of the area of law in which the skills arise: sort detailed factual materials and separate relevant from irrelevant facts, analyze statutory, case, and administrative materials for applicable principles of law, apply the relevant law to the relevant facts in a manner likely to resolve a client's problem, identify and resolve ethical dilemmas, when present, communicate effectively in writing, and complete a lawyering task within time constraints. This course is designed to ensure that the student is practice ready after graduation and will also aid significantly in preparing the student for the Multi-State Performance Test (MPT) portion of the bar exam. The MPT comprises 20% of the total point allocation of the Idaho Bar Exam and other Uniform Bar Exam jurisdictions.

LAW 628 EXTERNSHIP FIELD WORK Credits: 1-6

The externship program combines field work in a diversity of practice settings with a contemporaneous class, regularly scheduled tutorial, or other guided reflection designed to reinforce lawyering skills and the social and ethical responsibilities of the profession. Placements must be supervised by a lawyer and the work must be substantive legal work. Students may earn 1-6 credits depending on the number of hours worked in the field. (Upper Level).

LAW 629 EXTERNSHIP SEMINAR (Level) Credit: 1

The externship course is designed to complement students' externship field work and promote reflective learning. Students will be responsible for selected readings, journal assignments, and a final oral or written presentation. Students must have secured an externship before enrolling in the externship course. (Upper Level)

Prerequisites: Cumulative GPA of 2.0 and LAW 628 with a 1.00 or higher.

LAW 630 ADMINISTRATIVE LAW Credits: 3

Students will learn how administrative agencies function, including the procedural rules governing them, how courts interpret statutes creating them and review administrative decisions, how agencies provide expertise or the ability to act when conflict prevents legislative action, and limitations on the delegation of powers to administrative agencies. (Upper Level).

LAW 631 LITIGATION PLANNING AND DRAFTING Credits: 3

Litigation Planning and Drafting covers both strategy and drafting in a real world context. It covers initial case evaluation, drafting pleadings and discovery requests, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It will provide students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 632 JUDICIAL WRITING Credits: 2

Introduction to the various types of writing done by a judicial clerk or judge; includes in-class writing and editing assignments, reviewing real-world examples from prominent legal writers, judges, and authors to understand how legal writing influences the outcome in specific litigation contexts; students produce a bench brief. (Upper Level).

LAW 633 CONFLICT OF LAWS Credits: 3

Examines problems that arise when disputes implicate the laws of multiple jurisdictions. When a case has a connection to more than one state (or more than one country), or involves the intersection of both state and federal interests, how should a court decide which law to apply? (Upper Level).

LAW 634 ALTERNATIVE DISPUTE RESOLUTION Credits: 2

Operation and efficacy of methods of resolving disputes without resort to litigation, including arbitration, mediation and settlement, typical rules relating to such processes, enforcement of alternative methods of resolution, negotiation tactics and strategies, best practices in negotiation, ethics in negotiation, exercises and practice focusing on negotiation skills, arbitration and mediation. (Upper Level).

LAW 635 BANKRUPTCY Credits: 3

Bankruptcy covers the procedural and substantive rules of federal bankruptcy law. (Upper Level)

Prerequisites: LAW 601 and LAW 602 and LAW 619 with a 1.00 or higher.

LAW 636 BUSINESS ORGANIZATIONS Credits: 4

Essentials of agency and partnership law and theories of artificial entities, purposes, characteristics and reasons for choosing alternative entity forms, corporations, general and limited partnerships, sole proprietorships, LLCs, LLPs, charitable and philanthropic entity forms, formation and creation of entities, operation and governance of entities, disregarding entity form, dissolution of entities.

LAW 637 BUSINESS ORGANIZATIONS PRACTICUM Credits: 2

The Business Organizations Practicum will provide an opportunity to apply the law of business organizations in a practical concept. Students will work on discerning the interest of parties who own or are forming a business, advise them, and draft legal instruments to effectuate. (Upper Level)

Prerequisites: LAW 636 and LAW 620 with a 1.00 or higher.

LAW 640 EMPLOYMENT & LABOR LAW Credits: 3

Foundational law of agency, employment law, worker safety, discrimination, hiring, retirement systems, wrongful discharge, employment at will, employment contracts, wage laws, child labor laws, public and private unemployment security systems, benefits issues, ADA. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 641 ENVIRONMENTAL LAW Credits: 3

Federal and state regulation of environmental matters relating to pollution control and remediation, resource conservation and management, environmental implications of planning and zoning, and common law remedies. (Upper Level).

LAW 642 FAMILY LAW Credits: 3

Students will learn the fundamental framework governing marriage, divorce, parenting, child support, property distribution and spousal maintenance. (Upper Level).

LAW 644 IMMIGRATION LAW Credits: 3

This course covers U.S. Immigration Law. The class will focus on the immigration statutes, the U.S. Code of Regulations, and related case law. It will also provide an understanding of how the U.S. government administers immigration law. At the end of the course a student should be able to review a fact pattern involving immigration law, recognize the pertinent legal issues, and analyze the issues and advise a client or agency. (Upper Level).

LAW 646 INTELLECTUAL PROPERTY Credits: 3

Federal law relating to copyright, trademarks, and patents, consideration of trade secrets as intellectual property, global aspects of intellectual property, obtaining and protecting intellectual property rights, issues relating to economic conversion of intellectual property rights, enforcing intellectual property rights. (Upper Level).

LAW 647 INTERNATIONAL LAW Credits: 3

Sources, interpretation, and enforcement of international law under the Vienna Convention, U.N. Charter, and other instruments of international, including custom, equity, treaties, and general principles of law. (Upper Level).

LAW 649 CORPORATE TAX Credits: 3

This course examines the taxation of corporations and their shareholders focusing on corporate formation, capital structure, non-liquidating distributions, liquidations, reorganizations, and the treatment of tax attributes. Theories of tax policy are discussed throughout the semester. Practical application of economic theories relevant to transactional law practice are framed throughout the course. (Upper Level)

Prerequisites: LAW 636 and LAW 657.

LAW 650 PROPERTY LAW II Credits: 3

This course begins with a study of a real estate transaction. The course examines deeds and mortgages, forms of title assurance, title covenants, and title insurance. The course analyzes the recording system and the recording statutes, before turning to landlord/tenant law, nuisance law, and the law of fixtures. (Upper Level).

LAW 651 MENTORSHIP (LEVEL) Credit: 1

Students are paired with lawyers and judges in the community who will expose them to a wide range of lawyering tasks and the ethical responsibilities of the profession. Second and third year students will participate in an academic credit program that combines field work with a contemporaneous seminar.

LAW 654 BAR EXAM PLANNING & MBE WSHP Credit: 1

This course familiarizes students with the components of the bar exam, the application process, and learning strategies necessary for effective bar exam preparation. In addition, this course teaches multiple choice strategy, integrating substantive review of one topic tested on the multiple choice component of the exam. (Upper Level).

LAW 655 REMEDIES Credits: 3

Advanced study of contract, tort and other remedies, legal remedies, compensatory and consequential damages, equitable remedies, injunctive remedies and court regulation of conduct, rescission, restitution, specific performance, temporary and permanent remedies, punitive damages, enforcement of remedies.

LAW 657 FEDERAL INCOME TAX Credits: 3

Essential concepts of the federal individual income tax. (Upper Level).

LAW 658 TORTS II Credits: 3

Strict liability, including liability for abnormally dangerous activities and products liability, and emerging areas of tort law. (Upper Level)

Prerequisites: LAW 626 with a 1.00 or higher.

LAW 659 TRIAL PRACTICE & ADVOCY Credits: 2

Advanced study and practice in trial and advocacy situations, including opening statements and closing arguments, examination of witnesses, introduction of evidence, and effective structuring of cases. Course may be divided into criminal and civil tracks. (Upper Level)

Prerequisites: LAW 617 and LAW 625 with a 1.00 or higher.

LAW 660 UCC 9: SECURED TRANSACTIONS Credits: 2

Covers all aspects of security interests in personal property, including creation, perfection, priorities (between competing security interests and between security interests and other property interest), and enforcement of security interests, including repossession/sale of collateral and distribution of sale proceeds. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 661 WATER LAW Credits: 3

Obtaining, using, protecting and enforcing the legal right to use water, particularly in Idaho and the Western United States, with focus on appropriation, beneficial use, prioritization, surface water issues, ground water issues, management systems, and contrast with Eastern Riparian systems. (Upper Level).

LAW 662 WILLS, TRUSTS, AND ESTATES Credits: 3

Testate and interstate post mortem succession or property, testamentary capacity, rules relating to the expression of testamentary intent, methods of post mortem transfer of property, drafting and implementing wills, trusts, creating the fiduciary relationship, characteristics of the fiduciary relationship, fundamentals of estate planning, life insurance as an estate planning device, legal processes and procedures for accomplishing post mortem succession, creditor's rights. (Upper Level)

Prerequisites: LAW 619 with a 1.00 or higher.

LAW 663 ESTATE PLANNING PRACTICUM Credits: 2

Capstone course for Trusts and Estates, Gift and Estate Tax, and Community Property, with simulated practice experiences including interviewing and counseling clients, drafting estate planning documents, drafting letters to clients, counseling executors and trustees, etc. (Upper Level).

LAW 664 INTENSIVE LEGAL WRITING Credits: 3

This course covers both strategy and drafting in a real world context. It may cover drafting office memorandum, legislation, contracts, complaints, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It will provide students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 665 ADVANCED APPELLATE ADVOCACY Credits: 2

Provides students with an opportunity to hone their brief writing skills to become more effective advocates. The course provides valuable skills regarding organization of legal arguments and effective presentation. The course is valuable for students who intend on participating in the Moot Court competitions, but it will also provide students with an opportunity to work with current appellate litigation to sharpen the legal skills necessary to become a successful practitioner. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 667 EVIDENCE PRACTICUM Credits: 2

This course is a practical skills course of the rules governing the admissibility or exclusion of evidence at trial. Subjects include competency of witnesses, direct and cross-examination of witnesses, the rule against hearsay and its exceptions, expert and lay opinion testimony, privileged communications, relevancy, procedural considerations, burden of proof, presumptions, form and type of objections, authentication, the best evidence rule and the use of demonstrative and scientific evidence. This is a bread and butter course for every lawyer, taught for practical application. (Upper Level)

Prerequisites: LAW 617 with a 1.00 or higher.

LAW 668 ADVANCED LEGAL RESEARCH Credits: 2,3

Advanced Legal Research builds practical research skills and knowledge, utilizing realistic fact-based scenarios, readings and lectures to create advanced researchers. This class takes advantage of the students' growing legal knowledge and analytical skills to expand legal research capabilities. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 669 ADV. LEGAL WRITING: RHETORIC Credits: 3

This course will cover advanced techniques of rhetoric in support of students' ability to construct persuasive legal arguments in briefs, memoranda, and other documents. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 671 MOOT COURT Credit: 1

The course will hone students' writing and oral advocacy skills in preparation for the students to compete on their own, not as a team, in the Concordia Law Moot Court Competition by submitting a brief and participating in oral argument based on a hypothetical appeal to an appellate court. (Upper level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 672 DEPOSITION PRACTICUM Credits: 2

Teaches students the art of taking and defending effective depositions. Covers substantive and procedural law, as well as the ethical rules pertaining to depositions. Students will gain experience in preparing and performing depositions of lay and expert witnesses, obtaining and developing facts, preserving testimony, and the various uses of depositions.

LAW 673 NATURAL RESOURCES LAW Credits: 3

Current topics relating to the policy, law and regulations relating to natural resources use and conservation as determined by instructor. Examples include property rights, access and eminent domain, impact of environmental regulation on natural resource development, disasters and spills relating to natural resource development. (Upper Level).

LAW 675 REAL ESTATE TRANSACTIONS Credits: 3

Examines the legal and business foundations for real estate transactions; employs a transactional approach and planning problems; reviews both commercial and residential real estate transactions; students explore investment analysis, ownership issues, anticipate legal disputes that arise at the contract stage securing financing, and legal issues that could arise post-closing. (Upper Level).

LAW 676 REAL ESTATE PRACTICUM Credits: 2

The course will cover drafting of documents such as letters of intent, real estate brokerage agreements, commercial leases and subleases, contracts for sale of lots, deeds and easement agreements, and basic construction documents. (Upper Level)

Prerequisites: LAW 610 with a 1.00 or higher.

LAW 677 INTERNET LAW Credits: 2,3

Covers major federal statutes and regulations relating to the internet; jurisdictional issues; contracts; trespass and the Computer Fraud & Abuse Act (CFAA); intellectual property (copyright, trademark and domain names); pornography; defamation and information torts; privacy; spam; blogs and social networking sites. Antitrust and other topics as time permits. (Upper Level)

Prerequisites: LAW 601 and LAW 602 with a 1.00 or higher.

LAW 678 ALW-LOGIC AND NARRATIVE Credits: 2

Students will be able to identify and use the basics of logic and its application to legal reasoning. Students will also be able to identify various forms of narrative devices and their application to legal writing. Students will also apply the techniques learned to their legal writing. (Upper Level)

Prerequisites: LAW 625 with a 1.00 or higher.

LAW 681 LAW REVIEW SEMINAR Credit: 1

The Concordia University Law Review is a legal periodical edited and published by Concordia University law students. Law Review membership is a rewarding educational experience that helps students refine their legal research, writing, and analytical skills, and affords a unique opportunity to work with legal professionals and faculty members. (Upper Level)

Prerequisite: Instructor permission required.

LAW 682 LAW REVIEW PRODUCTION Credit: 1

Through this course, members of the Concordia Law Review select, edit and publish high-quality, general legal scholarship by creating one or more law review issues. The course aims to develop an understanding of the legal publishing process, as well as impart the significance and societal role of academic legal research. (Upper Level)

Prerequisites: 18 credits and permission of instructor.

LAW 683 INSURANCE LAW Credits: 3

The course is an upper division course. Students will learn the fundamental risk-spreading function of insurance, rules of interpretation specific to insurance law, the standard first-person and liability insurance policies and their interpretation, and regulation of insurance. (Upper Division)

Prerequisites: LAW 609, LAW 610, LAW 626 with a 1.00 or higher.

LAW 687 HEALTH LAW Credits: 3

This course will help students understand the regulation, structure, and financing of the American health care system including public and private insurance, access to low income and uninsured, and fraud and abuse laws. (Upper Level).

LAW 688 WORKERS' COMPENSATION LAW Credits: 3

This course will provide the law student with a broad understanding of the workers' compensation system in use today established to compensate and treat injured workers involved in work accidents. (Upper Level).

Master of Arts in Teaching (MAT)

MAT 501 ISSUES AND ETHICS Credits: 3

This course reviews myriad educational trends and issues that impact teaching and learning. It also explores how and why to promote character development among students, and focuses on the importance of professional ethics. The course addresses systemic inequities, bias, and other factors that serve as barriers to students in the current educational system. This course is highly interactive and employs team presentations, robust discussion, and small-group learning.

MAT 503 PLANNING AND INSTRUCTION: ELE Credits: 3

This course is designed to equip elementary education candidates with skills for student-centered instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

MAT 506 PLANNING AND INSTRUCTION: SEC Credits: 3

This course is designed to equip secondary education candidates with skills for student-centered, culturally responsive instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

MAT 533 TECH IN THE SECONDARY CLSRM Credits: 3

This course introduces candidates to myriad technology and media platforms they can utilize to supplement their teaching. The course also focuses on how to leverage technology in the secondary classroom in order to aid students in comprehending material and demonstrating their learning.

MAT 536 EVAL & ASSESS LRNING: ELEM Credits: 3

This course examines a variety of assessment tools and methods that impact the practices of classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**MAT 537 EVAL & ASSESS LEARN:
SECNDRY Credits: 3**

This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning. The class content is divided into three sections: Assessment FOR Learning, Understanding Methods and Communicating Results. The first section, Assessment FOR Learning, will cover the concepts of measurement, validity and reliability, the importance of clear achievement targets, including academic and performance standards, and assessment that informs instruction. The second portion focuses on assessment methods, including selected response, essay and performance assessment. The last section covers how to adeptly communicate results.

**MAT 538 ASSESSMENT OF PHYSICAL
EDUCATN Credits: 3**

In this course, physical education candidates will examine authentic methods of assessing student learning. Candidates will discuss how to integrate authentic assessment into daily practice, effectively communicate student progress, and define their personal philosophies of evaluation and assessment.

**MAT 548 CLASSROOM
MANAGEMENT Credits: 3**

This course prepares students to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record-keeping, grouping, classroom environment, and curriculum. It will focus on the development of effective parent communication skills and the need to establish a healthy classroom rapport that promotes student learning. Additionally, the course will help students to develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

**MAT 549 CLASSROOM
MANAGEMENT Credits: 3**

This course prepares students to organize and manage all elements of the middle or high school classroom. The topics include a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning. Additionally, the course will help students to develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

**MAT 550 MGMT FOR PHYSICAL
EDUCATORS Credits: 3**

This course prepares students to organize and manage all elements of the PK-12 physical education setting. The topics include a review of physical education discipline models, management of behavioral issues, the value of self-care and wellness, the development of effective parent communication skills, and student social problem solving and self-regulation as components of physical education curriculum and instruction.

**MAT 552 PRACTICUM:
ELEMENTARY Credits: 3**

The practicum is one of two clinical experiences required to obtain the Oregon pre-K–12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

Prerequisites: State Fingerprinting required.

**MAT 552L PRACTICUM: LUTHERAN
ELEM Credits: 2-5****MAT 553 PRACTICUM:
SECONDARY Credits: 3**

The practicum is one of two clinical experiences required to obtain the Oregon pre-K–12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

Prerequisites: State Fingerprinting required.

**MAT 553L PRACTICUM: LUTHERAN
SECNDRY Credits: 2-5****MAT 556 THE WHOLE CHILD &
LEARNING Credits: 3**

This course explores the development of the whole child from early childhood through early adolescence. Students will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, students will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

**MAT 557 THE ADOLESCENT
LEARNER Credits: 3**

This course explores the development of the adolescent through the middle school and high school years. Students will consider biological and environmental factors that impact physical, cognitive, social, and emotional development, with special attention given to the environmental influences that often make adolescence a time of stress. With this understanding, students will investigate various learning theories and practices and develop a personal pedagogy for teaching.

MAT 560 C & I: MATH Credits: 3

The goal of this course is to prepare students for the role of teaching math in the preschool and elementary classroom. The course provides students with a varied repertoire of teaching skills and methods for teaching math in a way that is interesting, engaging, and informative, and leads toward goals and objectives of the state, the school, and the teacher. In addition, the student will use state standards to develop lesson plans and a unit plan in math.

**MAT 563 C&I: READ & LANGUAGE
ARTS Credits: 3**

This course provides candidates the knowledge and resources necessary to provide pre-K-8 instruction and assessment in reading, writing, speaking and listening. It helps candidates understand the essential components of the reading and writing process, gives them reliable procedures and resources for teaching beginning and developmental reading, equips them to use a diagnostic teaching approach to literacy, and introduces them to various instructional tools and methods that meet the diverse needs of learners, including students with indicators of dyslexia.

**MAT 567 INTGRTING SOC SCI, SCI &
ARTS Credits: 3**

Through this course, teacher candidates will develop skills in content integration, using science and social studies as themes for planning. Candidates will be provided with a varied repertoire of teaching skills and methods for integrating social studies, science, and the arts in a manner that is interesting, engaging, and informative. Support will be given as candidates develop an integrated unit plan that aligns with current National and State standards.

MAT 570 PE METHODS Credits: 3

This course focuses provides candidates with skills and methodologies for teaching physical education across the K-12 continuum. The course familiarizes candidates with PE standards and provides instruction in how to develop engaging activities and lesson plans that integrate current best practices into PE classroom instruction. Candidates will review curricular materials, resources, and developmentally appropriate techniques and procedures that can be utilized in elementary and secondary physical education programs.

MAT 571 HEALTH METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Health Education at the middle and high school levels. Candidates in this course are exposed to the continually emerging state and national health standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into health classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health programs are also reviewed.

MAT 572 MATH METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Mathematics at the middle and high school levels. Candidates in this course are exposed to state and national math standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into math classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 573 SCIENCE METHODS Credits: 3

This course focuses on ways in which education candidates can best develop skills for teaching Science at the middle and high school levels. Candidates in this course are exposed to state and national science standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into science classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 574 ENGLISH LANGUAGE ARTS METHODS Credits: 3

This course is designed specifically for those students who intend to teach The English Language Arts (ELA) in the middle school, junior high school, or high school. It will explore literature—both fiction and non-fiction, writing strategies, and speaking and listening skills. The Common Core State Standards (CCSS) will provide the impetus for the content that is covered. The venues for the integration of literacy across the disciplines will be a focus.

MAT 575 FINE & PERFORMING ARTS METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching the Fine and Performing Arts at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and unit planning elements that integrate current best practices into classroom instruction. Curricular materials and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 576 SOCIAL STUDIES METHODS Credits: 3

This course provides students with a framework for teaching Social Studies in middle and high school classrooms. The curriculum reviews current research in the integration of disciplines and current state standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced giving students valuable approaches and ideas they can use in the classroom.

MAT 577 BUSINESS & MARKETING METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching Business and Marketing at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into business classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school business programs are also reviewed.

MAT 578 WORLD LANGUAGE METHODS Credits: 3

This course focuses on the methods in which education candidates can best develop skills for teaching World Languages at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into world language classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school world language programs are also reviewed.

MAT 590 DIFERENTATG FOR LRNG COMMUNITY Credits: 3

This course helps teacher candidates consider a variety of student backgrounds and needs (e.g. students with learning disabilities, students with indicators of dyslexia, and students who have been impacted by trauma). The course includes research and strategies that promote differentiated instruction, cultural responsiveness and community building within the general-education classroom.

MAT 592 STUDENT TEACHING: ELEMENTARY Credits: 3-6

Student teaching is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to an elementary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

Prerequisites: State Fingerprinting required.

MAT 593 STUDENT TEACHING: SECONDARY Credits: 3-6

Student teaching is one of two clinical experiences required to obtain the Oregon pre-K-12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to a secondary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

Prerequisites: State Fingerprinting required.

MAT 596 EXTENDED STUDENT TEACHING: ELE Credits: 3-9

Student teaching is a requirement for the Oregon pre-K–12 Preliminary Teaching License. This course is a 15-week, full-time immersion in an elementary school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

Prerequisites: State fingerprinting; Practicum waiver and application to complete extended student teaching experience.

MAT 597 EXTENDED STUDENT TEACHING: SEC Credits: 3-9

Student teaching is a requirement for the Oregon pre-K–12 Preliminary Teaching License. This course is a 15-week, full-time immersion in a middle or high school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

Prerequisites: State fingerprinting; Practicum waiver and application to complete extended student teaching experience.

MAT 899 MAT SUMMER PLACEHOLDER Credits: 14-16

Master of Business Administration (MBA)

MBA 501 FOUNDATIONS Credits: 4

This course introduces graduate students to the fundamental skills necessary for success in Concordia's MBA program along with an orientation to the MBA program. Students are introduced to the case study methodology and case discussion as fundamental concepts for graduate management education that is defined as a blend of professional experience, insight and analysis. Students are acquainted with structured analysis techniques that translate a theoretical perspective to develop analytical frameworks in which key factors delineate the issues of the case. Students learn to gather, compare and interpret relevant data, and propose solutions or make decisions based on the analysis conducted. This course enables students to perform financial analysis and interpret financial statements, analyze business problems and issues, develop perspectives on the case issues, and engage classmates to meaningfully advance the case discussion process. Students must earn a grade of B or better in order to move on in the MBA program.

MBA 502 FINANCIAL REPORTING/CONTROL Credits: 3

Accounting is the primary channel for conveying information about the economics of any business. Managers must understand the concepts of accounting in order to use it effectively for monitoring and resource allocation. This is not a comprehensive accounting course. Rather, it provides a broad view of how accounting contributes to an organization and how managers can make best use of accountants, accounting information, records and systems as internal resources. By mastering the vocabulary of financial statements, students see how managers communicate with one another and other audiences.

MBA 503 LEADING ORGANIZATIONAL CHANGE Credits: 3

This course explores the theories and practices necessary to the leadership of organizational change. Today's organizations are faced with the challenge of differentiating themselves in order to gain and sustain a competitive advantage through constant change, adaptation, and innovation. This course will emphasize the flexibility needed by contemporary organizations, with resources and activities relating to organizational diagnosis and assessment, change and transition management, and leadership strategies necessary to optimize organizational performance. Human motivation, organizational design, organizational culture, and other implications of organizational change management will also be investigated. By the end of this course, students will be equipped with tools they can use to understand organizational behavior, assess readiness for change, and design change management initiatives.

MBA 504 MARKETING Credits: 3

Customer orientation is an essential driving force behind any successful business. This course demonstrates the role of marketing in the company, explores the relationship of marketing to other functions, and helps students learn to make marketing decisions in the context of general management. The course shows how effective marketing builds on an understanding of buyer behavior. Students learn how to control the elements of the marketing mix (including: product policy, pricing, channels of distribution and promotion) to satisfy customer needs profitably. Students use this knowledge in a case that deals with managing a brand. The course culminates in examination of the evolution of marketing, focusing on opportunities presented by the Internet.

MBA 506 BUS, GOVT & INTL ECONOMY Credits: 3

How does a country look when analyzed like a company? This course takes a conceptual approach to analysis of national and international economic decision-making. It provides students with management frameworks and analytical formulae for understanding the economic strategies of diverse countries. Tools for studying the economic background of business are introduced, including national income and balance of payment accounting, exchange rate theory, financial and monetary policy, institutions, and political regimes. Gains and problems from regional and global integration, international trade, foreign direct investment, portfolio capital flows, and environmental issues are explored.

MBA 507 COMPETITION & STRATEGY Credits: 3

To be successful, a firm must create and sustain competitive advantage and understand the environment in which it operates. Not all industries offer equal opportunities for continuing profitability, and individual industry structures evolve over time. A company gains position when the configuration of its product mix and functional activities generates superior value for customers. This course helps students develop skills for formulating strategy through in-depth, value-based analysis of industries and competitors. Particular attention is paid to topics of positioning, comparative costs, and issues such as cannibalization, network externalities, and globalization.

MBA 508 FINANCE Credits: 3

How does a company ensure that it has enough money to operate and grow? How do managers make good investment and financing decisions? This course examines the role of finance in marketing, production, and other functional areas of a firm, while fostering an understanding of how financial decisions themselves can create value. Through case studies, lectures and reading, students learn the basic analytical skills and value-based principles of corporate finance. Modern capital markets and financial institutions are introduced. Standard analysis techniques such as capital budgeting, pro forma statements, ratio analysis, discounted cash, flow valuation, and risk analysis are developed. Sources and forms of external financing are covered, along with trends and changes in financial markets.

MBA 509 STRUCTURED CAPSTONE PROJECT Credits: 4

Develops skills required to recognize entrepreneurial opportunities and to manage organizations undergoing change. Cases are used to highlight a range of ventures, including low- and high-tech companies as well as profit-making and not-for-profit organizations. Concepts from other required courses also are incorporated. Often augmented by classroom visits or videos of the people involved, cases address how to obtain human and financial capital, suppliers, vendors, and customers. Issues of recruiting, hiring, training, motivating, and rewarding employees are also highlighted. Finally, various financing sources are discussed, and students are introduced to situations where entrepreneurs are structuring deals with these sources of capital.

MBA 510 STRATEGIC HUMAN RESOURCE MGMT Credits: 3

This course focuses on aspects of human resource management and development in the global environment, with the goal of equipping students to design human resource strategies for innovative organizations committed to acquiring, retaining, developing, and optimizing talent. The course will focus on how to leverage human capital in an era of organizational transformation and competitive pressure. Changes in technology, global competition, and public policy on workforce issues will be considered. The course will include activities relating to overall talent management in today's knowledge economy, including resourcing models, engagement and retention, training and development, performance management, and organizational learning. Further, implications such as variances in localization and globalization, as they relate to high performance organizations, will be investigated.

MBA 511 HEALTH ADMIN LAW AND ETHICS Credits: 3

This course presents an overview of legal and ethical issues facing managers and providers in health care. It provides a foundation in health law and ethics and reviews a wide variety of health care legal and ethical situations and cases. Students will be provided with practical knowledge of the legal system and foundational and historic descriptions of ethical schools of thought. Students will address management ideas, theories, and complex applications of health care law and ethics in the modern health care industry.

MBA 512 MANAGING PROJECTS Credits: 3

This course focuses on the management of projects, which is one of the major growth areas in the field of management. This important discipline makes it possible to achieve organizational goals in a broad array of fields within the private, public, and non-profit sectors in today's complex, global, highly competitive and increasingly virtual environment. This course will provide students with a deep understanding of project management by introducing the processes and knowledge areas recommended by the Project Management Institute for effective initiation, planning, execution, monitoring and control, and closure of projects. In this course students will be exposed to a range of applications and will have the opportunity to develop a project with the associated artifacts essential to support each project phase.

MBA 513 LEADERSHIP Credits: 3

Leadership in today's complex, global, highly competitive, and increasingly virtual environment requires authentic, visionary, ethical, and transformational leadership from a leader humble enough to become a servant to others. This course will include a survey of popular leadership theories and models, with a focus on integrating best practices into a values-based leadership commitment that is aligned to each student's personal style and professional environment. Ethics and moral decision-making in organizational settings will provide the framework for this course, which will include an examination of historical and contemporary research and theory. Students will be granted an opportunity to develop their personal identity as a leader who makes values-based responses to ethical dilemmas in a business and organizational environment.

MBA 515 RESEARCH & ANALYTICS BUSN DEC Credits: 3

This course prepares students to be more effective users of quantitative information and better researchers and decision makers. Coursework emphasizes problem formulation, the need for information to support decision making, business research techniques, and data analysis, presentation, and interpretation. In-depth review of predictive analytics and the emergence of data mining techniques to support business decision making.

MBA 521 QUALITY & INFO MANAGEMENT Credits: 3

This course covers the issues of information management, measurement and improvement of the equality of health care. It will examine the strategies for assessing and assuring quality of care in the U.S. health care system. It includes an examination of the meaningful use of electronic records in assessing and improving health quality. Students will learn about strategies for improving the quality of care through the use of information systems.

MBA 522 MANAGING PROJECT RES & TEAMS Credits: 3

Focuses on the Executing process group within the Project management Body of Knowledge (PMBOK) to include human resource, communication, and stakeholder management. Emphasis on the competencies required to lead projects using global teams during the execution phase. In-depth review of PMP and CAPM exam requirements.

Prerequisites: MBA 512.

MBA 532 PROJECT MONITORING AND CONTROL Credits: 3

Focuses on the Monitoring and Control process group within the Project management Body of Knowledge (PMBOK) to include scope, time cost, quality, and risk management practices. Advanced scheduling and budgeting processes, project schedule and cost control techniques, quality and risk management will also be addressed. In-depth review of PMP and CAPM exam requirements.

Prerequisites: MBA 512 with a C+ or higher.

MBA 533 CORPORATE RESTRUCTURING & REVITAL Credit: 1

Corporate restructuring is a process to revitalize and to increase the value of a business by redesigning the organization and the relationships between all business functions. This seminar explores the entire corporate restructuring process and how to manage change in a challenging business environment. It provides glimpses into the dynamic process of corporate restructuring to help deepen the students' understanding of successful and failed business practices. Students will look into successful restructuring leadership styles and corporate implementation tactics, and will understand the basic strategic, organizational structure, financial analysis and reformation, competitive factors, and human capital aspects of a successful restructuring. The importance of correct product sales, margins and pricing, purchasing and inventory levels, traffic and distribution and accounts payable and receivable methods will also be discussed as well.

MBA 534 OPEN INNOVATION Credit: 1

The Open Innovation Seminar will consider the fundamentals and applications of a business model that calls a company to use both internal and external ideas to move products and product development forward. A combination of published papers, online videos, and case studies are provided to offer students a broad view of subject definition and application. We will examine the pros and cons associated with the shared risk and reward philosophies incumbent with open innovation and will look specifically at collaborative innovation, crowd sourcing, new product development, and open market innovation. As the seminar progresses, you will consider the application of this paradigm to judge where it should be used and where it might be best to employ other methods. This seminar will enable students to judge the appropriateness of open innovation and apply their learnings to business opportunities.

MBA 535 SCENARIO AND CONTINGENCY PLNG Credit: 1

Business seminars focus on today's business community and development of business technology skills. They may include (but are not limited to) such topics as marketing solutions, the multi-cultural workforce, interviewing techniques, and conflict resolution. The Scenario and Contingency Planning Seminar will consider the fundamentals and applications of a business tool that guides companies in the visualization and planning for a variety of future what if events. Scenario Planning allows managers to explore and prepare for several alternative futures. It examines the possible outcomes and reactions to various changes in operating strategies, economic, and environmental conditions. As the seminar progresses, students will consider the application of contingency planning and judge the extent to which the process should be applied. This seminar will equip students with the basic knowledge required to apply contingency planning in business settings.

MBA 536 ZERO-BASED BUDGET AND VALUE FRCS Credit: 1

This seminar explores four methods of budgetary control; zero-based, performance based, activity based and the utilization of all these three methods in a more holistic approach to budgetary controls that also factors in value forecasting. Importantly this seminar will introduce to students how to manage the budgetary process in a challenging business environment that both holds accountable and rewards managers and employees at the same time. Practical textbook readings and seminar discussions will provide students an in-depth understanding into the dynamic process of budgeting and forecasting and how these tools help improve corporate performance from both a revenue growth and profitability perspective. Financial modeling is demonstrated as the most practical and successful method in improving budgeting and forecasting success through creative management accounting structures using various profit and cost center alignments. Lastly, this seminar will explore the necessity of merging the budgetary and forecasting process into both an accounting and operational exercise, including the budgetary input from all functional managers.

MBA 555 RISK ASSESSMENT Credits: 3

This course is designed as a hand-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques.

MBA 572 ENTREPRENEURIAL FINANCE Credits: 3

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance. Students should possess proficiency in finance.

MBA 573 ADVANCED TOPICS CORP FINANCE Credits: 3

This course considers finance from a CFO's perspective. Students will be exposed to complex financial problems and situations, and discover sophisticated financial constructs, tools and techniques needed to make effective financial management decisions, minimize risk and maximize returns in spite of uncertainty and complexity. Some of the concepts associated with the course include but are not limited to capital budgeting, debt and equity management, cash flow analysis, relationship between risk and return, financial leverage, corporate valuation, earnings distribution, mergers and acquisitions, investment banking and IPO's.

MBA 581 CARE SYSTEMS, INSURANCE & REGS Credits: 3

This course provides a broad overview of the key elements of health insurance and managed health care in order to meet the need of health care administrators. It covers an understanding of the payer environment including operations, legal requirements, and constraints of the health care system. The course will address the state and legal and regulatory foundations of insurance and managed health care.

MBA 586 STRAT ISSUES INT'L BUSINESS Credits: 3

Competing in today's complex, global, highly competitive, and increasingly virtual market environment requires acute awareness of major forces, trends, developments, regulations, challenges and players affecting international business. The course thus focuses upon the strategic implications resulting from involvement in global commerce. A broad array of topics such as the competitive advantage of nations and organizations, the globalization of labor and market, differences in political economy, innovation, supply chain management, cross-cultural communication, corporate social responsibility, and various understanding of ethics, leadership and management will be researched and discussed.

**MBA 587 ASIAN BUSINESS:
CHINA Credits: 3**

This course provides a foundation for MBA students to understand China, and to focus on practical issues encountered by U.S. managers doing business in and with the world's most populous nation. Students will study the economic, demographic, cultural and political factors and forces that define the Chinese business environment. In addition, attention will be given to milestones in China's history, to key features of the country's geography, to the Chinese government's globalization strategies, and to emerging trends in Chinese buying behavior.

**MBA 589 INTERNATIONAL FIELD
PRACTICUM Credits: 3**

This course is designed to provide students with an opportunity to identify and research in person topics of concern to international business. The class will be held while traveling to an international destination during the summer term, each year. Through field observation, organizational tours (e.g., factory visits, etc.) and interaction with local business people, social leaders, government officials and other citizens, students will have the opportunity to conduct exploratory and descriptive research to identify and reflect upon factors affecting the conduct of international business. Particular emphasis will be placed upon the managerial consequences resulting from societal, political, economic and cross-cultural differences.

**MBA 597E EXPERIMENTAL
COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**MBA 598 INDEPENDENT CAPSTONE
PROJECT Credits: 2,4**

This capstone course allows students to research and create a business plan or conduct a major feasibility study for a firm. This course serves as an integrative, hands-on learning experience using the analysis, management and planning tools gained during the program resulting in a major paper. Can be combined with MBA 599.

Prerequisites: Completion of a minimum of 18 credits of the MBA core courses. Other courses in statistics and/or research design are required if completing the Research Thesis option.

**MBA 599 INTERNSHIP/RESEARCH
PROJECT Credits: 1-6**

The internship option provides an executive/project management experience in a local business/corporation arranged in discussion with an advisor. Can be combined with MBA 598.

Psychology (PSY)

**PSY 519 SOCIAL RESEARCH
METHODS Credits: 3**

This course is designed to deepen students understanding of the methods with which social scientists work to systematically understand social phenomena, including identifying general patterns and relationships, testing and refining theory, and making predictions.

**PSY 520 STATS & QUANTATV DATA
ANLYS Credits: 3**

An extension of PSY 519, this course will be the second course in an applied statistics sequence. Students in this course will obtain a foundational understanding of the various theories underlying probability, statistics, and quantitative data analysis, and will practice with data using statistical software.

Prerequisites: PSY 519 with a B- or higher.

PSY 551 RESEARCH WRITING I Credits: 2
These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

PSY 552 RESEARCH WRITING II Credits: 2
These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

PSY 553 RESEARCH WRITING III Credit: 1
This course will be the third in a series of graduate seminars in research writing. The focus in this seminar will be assisting the preparation of student MA thesis manuscripts for defense and publication in academic journals.

Prerequisites: PSY 551 and PSY 552 with a B- or higher.

**PSY 556 FUNDRAISING & GRANT
WRITING Credits: 2**

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

**PSY 560 PROGRAM EVALTN & APPLD
QUAL Credits: 3**

This class provides an overview of the field of program evaluation, with an emphasis on providing students with essential knowledge for conducting effective program evaluations in organizations and related community settings. Students will acquire an understanding of the phases of program evaluation, particularly those relevant to conducting needs assessments of various populations.

**PSY 561 CONFLCT RESOLTN &
MEDIATION Credits: 2**

This course provides an introduction and overview of the field of mediation and conflict resolution, with a focus on both the nature of conflict and our understanding of what resolution seeks to achieve. Through small groups, simulated conflict situations, and examples from various community settings, students will learn how to assess common causes of conflict, and its effect on individuals and communities. Students will also learn about different forms of dispute resolution, including recent research on forgiveness completed through the Stanford Forgiveness Project, and the primary models of mediation and the mediation process.

**PSY 562 SOCIAL PSY OF MENTAL
HLTH Credits: 2**

This course will introduce students to interdisciplinary perspectives on the role of culture in understanding human behavior and psychiatric diagnoses. Students will become familiar with different perspectives on culture and mental health, with the goal of refining students' cultural competence in research and professional practice with diverse individuals and groups.

**PSY 563 HEALTH PSYCHOLOGY Credits:
2**

This class provides an overview of the field of health psychology, with an emphasis on how socio-cultural and economic factors influence health beliefs and health behaviors. Students will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing diseases.

PSY 564 SOCIAL POLICY & ADVOCACY Credits: 2

This course will examine the role of social policy and advocacy in community psychology and public health. Students will explore the roles communities and nonprofits play in influencing the public policy process. This course will analyze the range of advocacy strategies available to communities and individuals, and will provide students with an opportunity to plan, implement, and evaluate an advocacy campaign.

PSY 570 COMMUNITY PSYCHOLOGY Credits: 3

This class provides an introduction to community psychology, with an emphasis on the ways in which communities, organizations, and broader social systems are strengthened to meet people's needs. Students will apply psychological principles to social and organizational issues, and will learn how the field of community psychology plans and implements community changes, advances social justice, and uses research to inform and evaluate this work.

PSY 580 SOCIAL INEQUALITY Credits: 3

This course will use the research and literature on human diversity and international psychology to deepen students multicultural, cross-cultural, and diversity awareness. An emphasis will be given to the ways in which dimensions of culture, ethnicity, lifestyle, religion, class, and economic status affect individuals and groups. Psychological perspectives and interventions will be studied from across many cultures.

PSY 581 COMMUNITY DEV: PREV & INTERVENTION Credits: 2

This course will introduce students to the primary theories and methods of community prevention and intervention. Students will examine core ecological constructs in community settings, and theories of psychological dysfunction and well-being, stress, and social support. Emphasis in the course will be given to preventing problem behaviors and promoting social change through self-help, empowerment, community-based mental health interventions, social policy and social justice.

PSY 590 INTERNSHIP I Credits: 3

This is the first of two courses students complete at a local community site. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing internships will acquire and refine skills and competencies essential to both employment and doctoral study.

PSY 591 INTERNSHIP II Credits: 3

This is the second of two courses students complete to fulfill the community internship requirement. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing the internship will acquire and refine skills and competencies essential to both employment and doctoral study.

PSY 593 THESIS I Credits: 3

This course is the first of two dedicated to the Master's Thesis research project. Students will complete a thorough literature review on a topic related to community psychology, including developing both the primary bibliography as well as the introductory sections for a thesis. In addition, a detailed description of the scope or experimental design of the thesis will be produced.

PSY 594 THESIS II Credits: 3

This is the second and final course dedicated to the Master's Thesis research project. Students in the course will complete the following: data collection and analysis, written composition of results, completion of the thesis, and a thesis defense.

Religion (REL)

REL 571 RELIGIOUS WORLDS Credits: 3

This course critically examines the conceptual concept of religion. Students explore religious thought and ritual to uncover specific language, structures, myths and practices common to religious traditions utilizing psychological, anthropological, sociological, phenomenological, theological, and feminist approaches.

Teaching English to Speakers of Other Languages (TESL)

TESL 501 WORKPLACE ESL Credits: 3

Students will study the theory and practice in developing programs to teach English language programs in the workplace. Students will observe workplace programs and examine case studies. Students will complete a needs assessment and develop curriculum based on that assessment for a local company employing non-native speakers. Students will also examine English for Specific Purposes.

TESL 505 INTERCULTURAL COMMUNICATION Credits: 3

Globalization is one of the major forces shaping our world. If we look at the spread of information, ideas, capital, media, cultural artifacts—or people—we can see that the boundaries and borders that have historically separated one country or one group from another are becoming more and more permeable. This course is designed to help students meet the challenges of living in a world in which we regularly interact with people from different cultures.

TESL 520 TESOL SEMINAR Credits: 2

Graduate students will benefit by having the option of taking specialized seminars which will meet specific needs depending on the students desired teaching situations. Topics will include teaching pronunciation, studies in second language acquisition, using technology, and sociolinguistics.

TESL 534 INTRO TO GRADUATE STUDIES Credit: 1

Students in the Teaching English to Speakers of Other Languages (TESOL) program should plan to take the Professional Planning Seminar during their first semester whenever possible. This seminar outlines the candidate's personal and professional goals and provides students with a comprehensive plan for meeting those goals. Students will begin the process of assessing competencies necessary for the field of Teaching English to Speakers of Other Languages.

TESL 539 LINGUISTICS Credits: 3

This course is designed to investigate and discuss the various aspects of language from both historical and current viewpoints. Students will see language from a philosophical standpoint as well as in scientific ways, considering languages in society and how languages change over time. A major focus of this course will be to introduce students to the general principles necessary for the study of language: phonetics, phonology, morphology, syntax, and semantics. Since linguistics is an empirical science, this portion of the course will emphasize problem solving and the examination of language data. The second half of the course will focus on a variety of topics related to linguistics: language variation, dialects, and historical linguistics (the history of English).

TESL 541 CURRICULUM AND TECHNOLOGY Credits: 2

Using free Web 2.0 tools, students will collaborate online with an international group of teachers in order to learn how to exploit social multimedia Web resources for classroom teaching and professional development. This class is designed for those who want to move beyond using the Internet solely for information dissemination. You will learn to use the Web in educational settings as students are already doing in their wider world, including blogs, wikis, podcasts, audio and videoconferencing, social bookmarking, and resource management. Text, audio and video resources will help guide you in pedagogical best practices, using Web 2.0 tools to create classroom materials and activities that can be used immediately in English language teaching settings.

TESL 544 ENGLISH GRAMMAR & STRUCTURE Credits: 3

This course provides an in-depth study of the structure of English. Students will examine the role of grammar in language acquisition and learn methods of teaching grammar both deductively and inductively.

TESL 545 STRATEGIES FOR TEACHING ENGLISH Credits: 3

This course focuses on language teaching strategies, techniques, drills, and activities based on the latest research in language acquisition theories. This course provides content specific strategies for teaching all the language skills: reading, writing, listening, and speaking. In addition, students will examine the roles of grammar and vocabulary in language learning.

TESL 546 TESOL METHODS Credits: 3

This course provides students with a foundation in key concepts necessary for the field of TESOL. Students will learn current theories related to second language acquisition, the nature and importance of learner variables, and the history and development of methods of teaching language.

TESL 547 TESOL EDUCATIONAL ASSESSMENT Credits: 2

This course provides a comprehensive survey of the essential principles of assessing second language learning and provides students with the critical tools that they will need as teachers to evaluate performance fairly and effectively. Students will examine assessment for all four language skills- listening, speaking, reading, and writing - and will explore standardized tests and standards-based assessment.

TESL 585 TESOL PRACTICUM Credits: 1-3

Students in the MA-TESOL graduate program will teach 135 hours in settings with non-native English speakers. Based on career goals, candidates may teach in community college programs, intensive academic ESL programs, K-12 classrooms, or vocational ESL programs.

TESL 587 IMMERSION**PRACTICUM Credits: 3**

This practicum gives TESOL candidates the opportunity to teach English in a setting outside the United States. Students complete at least 6 weeks of full-time teaching at an approved institution abroad and complete an assigned curriculum project. Placements are made by the program director in conjunction with the candidate.

TESL 597 PROF ASSESSMENT**SEMINAR Credit: 1**

During the last semester of their program, candidates in the TESOL program are required to complete the Professional Assessment Seminar. This seminar gives students the opportunity to demonstrate their competence in the field through oral presentation of their research and completion of the Final Assessment of Competencies and portfolio. Students will also look at job opportunities in Teaching English to Speakers of Other Languages, prepare a professional curriculum vita, and examine ways to continue to grow professionally.

TESL 603 RESEARCH DESIGN METHODS Credits: 3

This is an educational research class that is designed to provide TESOL graduate students with the knowledge to analyze and understand research in SLA studies and educational research. It is not a statistics course (but that does not mean that we don't do some statistics). Students will learn the basic framework of research, including necessary statistics, to design a research study in the field of applied linguistics. Students will learn to engage safely in analysis and research design at the scholarly level and will learn to be a critical reader of research in their chosen area of study.

TESL 698 THESIS I Credits: 3

Students will work on their literature review and research for their thesis.

Prerequisites: TESL 603 with a B- or higher.

TESL 699 THESIS II Credits: 3

This course offers the graduate student the opportunity to investigate, in depth, a topic in teaching English as second language, applied linguistics, or language acquisition. Students will work with an individual faculty mentor, following the full procedures of the College of Arts and Sciences.

Prerequisites: TESL 698.

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APPENDIX A: FACULTY AND FACULTY EMERITI

Faculty

A

Allen, Jeffrey (Jeff) A., Assistant Professor of Mathematics; M.S., Indiana University; B.S., Concordia Teachers College - Seward

Allwine, Colleen A., Core Faculty - Online M.Ed.; M.S., University of Oregon; B.S., Portland State University

Amick, Mary, Assistant Professor of Health Care Administration; M.A., Oregon State University; B.A., Idaho State University

Arbelo-Marrero, Floralba, Doctoral Faculty Chair; Ed.D., Liberty University School of Education; Ed.S., Liberty University School of Education; M.S., Milano School of International Affairs, Management and Urban Policy; B.A., Brooklyn College, The City University of New York

B

Bachand, Donna, Associate Dean and Professor of Nursing; Ph.D., Texas Woman's University; M.S., Texas Woman's University; B.S.N., Arkansas State University

Barr, Charles R., Core Faculty - Online M.Ed.; Ph.D., Bowling Green State University; M.Ed., Kent State University; B.S., Kent State University

Bates, Alisa J., Assistant Dean, College of Education; Ph.D., Michigan State University; M.Ed., Virginia Tech; B.A. College of William and Mary

Beal, Kathy, Instructional Design Project Manager - Center for Learning Solutions; Assistant Professor; M.Ed., Northern Arizona University; B.A., Westmont College

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Branch, Oralea, Director, Office of Research Integrity; Postdoctoral Fellow, National Institute for Biotechnology Information; Ph.D., Emory University; B.A., Mercer University

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C

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D

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Davis, Joel T., Professor of History; Ph.D., University of Missouri; M.A., University of Chicago; B.A., Oklahoma City University

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Doerfler, Andrea L., Visiting Associate Professor of Social Work; M.S.S.W., Columbia University; B.A., Linfield College

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Driessner, Johnnie R., Chief Vision Officer; Professor of Biology and Education; Ed.D., Portland State University; B.S., Concordia Teachers College - Seward

Dykstra, Jason Gill, Assistant Professor of Law; Assistant Director, Legal Research Writing Program; J.D., University of Montana; B.S., University of Montana

E

Eggert, Jeanette G., Professor of Math and Physics; Ed.D., George Fox University; M.A., Western Michigan University; B.A., Concordia Teachers College - River Forest

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F

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G

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Ghormley, Yvette, Doctoral Faculty Chair; Ph.D., Capella University; M.S., Capella University; M.A., The George Washington University; M.A., Saint Leo University

Godsey, Michael, Professor of Chemistry/Biochemistry; Ph.D., Oregon Health Sciences University; M.S., University of Oregon; B.A., Concordia University - Portland

Gracianette, Alain, Professor of Marketing; D.Mgt., George Fox University; M.B.A., Pepperdine University; B.A., Ecole Commerciale de la Cambre de Commerce et d'Industrie de Paris

Graham, Donna, Doctoral Faculty Chair; Ph.D., Capella University; M.Ed., Rosemont College; M.S., Villanova University; B.A., Rosemont College

Greenlee, Michael, Director, George R. White Law Library; Associate Professor of Law; J.D., Indiana University-Bloomington; M.L.S., Indiana University-Bloomington; B.A., Indiana University

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H

Hallstrand, Rici De Fries, Professor of Biology; Ph.D., University of California; B.A., University of California

Haneman, Victoria J., Professor of Law; LL.M., New York University; J.D., California Western School of Law; B.A., Arizona State University

Heaton, HollyAnne, Assistant Professor of Nursing; M.N., Washington State University; M.A.T., Pacific University; B.S.N., Linfield School of Nursing

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Horten, Gerd J., Professor of History; Ph.D., University of California at Berkeley; M.A., University of Oregon; B.A., Universitat Heidelberg

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I

Iordanov, Mihail S., Chair, Math and Science Department; Professor of Biology; Ph.D., Fredriciana University of Karlsruhe; M.S., St. Kliment Ohridski University of Sofia

Isanga, Joseph M., Associate Professor of Law; J.S.D., University of Notre Dame; L.L.M., University of Notre Dame; L.L.B., Makerere University; B.A., Makerere University; B.A., Pontifical Urban University

J

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Johnson, Sarah-Lynda, Reference and Systems Librarian; Assistant Professor; M.L.S., Emporia State University; B.F.A., Marylhurst University

K

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S

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Stoeklin, Dennis J., Chief Financial Officer; Faculty without Rank; C.P.A., Missouri State Board; B.A., Southern Illinois University

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Faculty Emeriti

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Balke, William H., Professor Emeritus of Math; M.S.Ed., Millikin University; B.S., Concordia Teachers College - Seward

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Braun, Stephen B., Dean Emeritus, School of Management; Ph.D., Portland State University; M.B.A., Fairleigh Dickenson University; B.A., Xavier University

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F

Floyd, Barbara O'Malley, Professor Emeritus of OB/Pediatric Nursing; D.N.P., University of

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H

Hansen, Dean R., Professor Emeritus of Christian Ministries; D.C.E., Concordia University - Portland; M.A., Concordia University - Seward; B.A., Concordia University - Seward

Hill, Richard (Dick) A., Professor Emeritus of English and Humanities; Ph.D., Emory University; M.A., Emory University; B.A., Gonzaga University

Hoefer, Herbert E., Professor Emeritus of Theological Studies; Ed.D., Columbia University Teachers College; S.T.M., Concordia Seminary - St. Louis; M.Div., Concordia Seminary - St. Louis; B.A., Concordia Sr. College - Ft. Wayne

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K

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Krause, Steven J., Professor Emeritus of Business and Management; Ed.D., Texas Tech University; Graduate, National Defense University; M.S., Gonzaga University; B.S., University of Oregon

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M

Mcguire, Jerry, Professor Emeritus of Doctoral Studies; Ph.D., University of Oregon; M.Ed., University of Oregon; B.S., University of Oregon

Metzler, Norman P., Professor Emeritus of Theology; Th.D., University of Munich; S.T.M., Yale Divinity School; M.Div., Concordia Seminary - St. Louis; B.A., Concordia Senior College - Ft. Wayne

Munson, Thomas O., Professor Emeritus of Chemistry; Ph.D., University of Wisconsin; M.S.,

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R

Rountree, Linda, Professor Emeritus of International Studies and TESL; M.S., Oklahoma State University; M.A., Oklahoma State University; B.A., University of Oklahoma

S

Scheck, John F., Professor Emeritus of History; Ph.D., University of Oregon; M.Div., Concordia Seminary - St. Louis; B.A., Concordia Seminary - St. Louis

Schmidt, Robert F., Professor Emeritus of Theological Studies and Political Science; Ph.D., University of Washington; M.A., Colorado State University; M.Div., Concordia Seminary - St. Louis; S.T.M., Pacific School of Religion; B.A., Concordia Seminary - St. Louis

Spalteholz, Hans G.R., Professor Emeritus of Theological Studies; D.Litt., Concordia University - Portland; M.Div., Concordia Seminary - St. Louis; M.A., University of Chicago; M.A., Columbia University; B.A., Concordia Seminary - St. Louis

T

Trier, Orlando, Professor Emeritus of Theology; M.Div., Concordia Seminary - St. Louis; B.A., Concordia Senior College - Ft. Wayne

W

Wahlers, Mark, Professor Emeritus of English; Ph.D., University of Texas; M.S., Portland State University; B.S., Concordia Teachers College - Seward

Widmer, Anne G., Dean Emerita, School of Management; Ed.D., University of Kentucky; M.A., University of Kentucky; B.A., Centre College of Kentucky

Wismar III, Richard W., Professor Emeritus of Education; Ph.D., University of New Orleans; M.Ed., Louisiana State University; M.Ed., Tulane University; B.A., Concordia University - River Forest

Z

Zerwekh, Joyce, Professor Emeritus of Nursing; Ed.D., Seattle University; M.A., New York University; B.S.N., St. Olaf College

APPENDIX B: ATHLETIC STAFF

Brad Barbarick, 1993

Head Coach, Men's Basketball

Daniel Birkey, 1988

Head Coach, Men's Soccer

Joe Danahey, 2017

Sports Information Director

Kim Dehning, 2013

Interim Director of Golf

Lauren Eads, 2016

Interim Director of Athletics

Melanie L. Hambelton, 2009

Head Coach, Volleyball

Jessica Harbison Weaver, 2018

Associate Athletic Director, Compliance and
Academic Support

D. Sean Kelly, 2014

Head Coach, Women's Basketball

Grant Landy, 1997

Head Coach, Women's Soccer

Jerret Mantalas, 2013

Head Coach, Track & Field and Cross Country

Kyle Nelson, 2013

Associate Athletic Director, Sports Medicine

Jarred Rome, 2013

Associate Head Coach, Track and Field
Director, Throw Center

Rob Vance, 1999

Head Coach, Baseball

Travis Wagers, 2017

Director of Athletic Operations

Shelley Whitaker, 2016

Head Coach, Softball

APPENDIX C: ADMINISTRATIVE STAFF

Pastor Wesley "Bo" Baumeister, Director of
Campus Ministry

Brian Bava, Associate Dean, School of Law
Admissions

Megan Bouslaugh, Vice President of Student
Affairs

Nicole Cossette, Assistant Vice President,
Human Resources and Equity

Steve DeKlotz, Assistant Vice President, Dean
of Students

Amy Gehrke, Director of Graduate Admission

Tyler Jass, Director of Online Admission

Mary McGlothlan, Assistant Vice President,
Financial Aid

Ben Moll, Assistant Vice President, University
Analytics, Research and Assessment

Chrissy Purcell, Interim Assistant Vice
President, Marketing and Communications

Jeff Rhinevault, Director, Physical Plant
Services

Heather Skocilich, Interim Registrar

Bobi Swan, Vice President, Enrollment and Chief
Admission Officer

Andrew Wright, Director of Undergraduate
Admission

Debbie Zawada, Controller, Finance Department

APPENDIX D: COUNCIL OF TRUSTEES

Board of Regents and Concordia University Foundation Board of Directors

Dr. Gloria Edwards, Portola Valley, California
Chair, Board of Regents; Member, Board of
Directors

Mr. George Thurston, Portland, Oregon
Vice Chair, Board of Regents; Member, Board of
Directors

Mr. Terry Wilson, Portland, Oregon
Secretary, Board of Regents; Member, Board of
Directors

Mr. Scott Howard, Portland, Oregon
Chairman, Board of Directors

Dr. Charles Brondos, Spokane, Washington
Secretary, Board of Directors; Member, Board of
Regents

Mr. Dennis Stoecklin, Advisory Member,
Portland, Oregon
Assistant Secretary, Treasurer, Board of
Directors

Mr. Grieg Anderson, Portland, Oregon
Board of Directors

Mr. Dennis Bohren, Gresham, Oregon
Board of Regents

Mr. Michael Borg, Carpenter, Wyoming
Board of Regents

Mr. Rodney Boucher, San Jose, California
Board of Directors

Mr. Keith Brosz, Jackson, Missouri
Board of Regents

Dr. Keren Brown Wilson, Clackamas, Oregon
Board of Directors

Ms. Natalie Camacho Mendoza, Boise, Idaho
Board of Directors

Mr. Thomas Cedel, Sunset Valley, Texas
Board of Regents

Ms. Gina Condon, Portland, Oregon
Board of Directors

Mr. Rick Dillon, Vancouver, Washington

Board of Directors

Mrs. Linda Dixon, Boise, Idaho
Board of Directors

Mr. Chris Dunnville, Portland, Oregon
Board of Directors

Mr. David Eash, Spokane, Washington
Board of Directors

Mr. Chuck Gerken, Scottsdale, Arizona
Board of Regents

Mrs. Lilisa Hall, Portland, Oregon
Board of Directors

Mrs. Joyce Harris, Portland, Oregon
Board of Directors

Mrs. Kathleen Hone, Minden, Nevada
Board of Directors; Board of Regents

Rev. Paul Linnemann, Portland, Oregon, NW
District President, LCMS
Board of Regents

Mr. Jack Menashe, Seattle, Washington
Board of Regents

Mr. Alan Mueller, Idaho Falls, Idaho
Board of Regents

Mr. Thomas Muhly, Post Falls, Idaho
Board of Directors

Mr. Jeff Oltmann, Portland, Oregon
Board of Directors; Board of Regents

Rev. Kurt Onken, Marysville, Washington
Board of Regents

Dr. Charles Schlimpert, President, Concordia
University, Portland, Oregon

Mr. August Schwark, Woodinville, Washington
Board of Regents

Mr. Kim Scott, Portland, Oregon
Board of Directors

Mr. Carl Talton, Portland, Oregon
Board of Directors

Mr. Hide Tanigami, Los Altos, California
Board of Directors

Rev. Dr. Gregory Todd, Washington, D.C.
Board of Regents

Mr. Larry Wade, Portland, Oregon
Board of Directors

Mr. Gary Withers, Advisory Member, Executive
Vice President, Concordia University, Portland,
Oregon

APPENDIX E: OFFICE OF THE PRESIDENT AND FOUNDATION STAFF

Office of the President

Johnnie Driessner
Chief Vision Officer

Jason Hagen
Director of Operations

Jennifer Harper
Administrative Assistant

Charles Schlimpert
President

Brenna Thomas
Executive Administrator

Madeline Turnock
Strategic Communications & Partnerships
Advisor

Gary Withers
Chief Strategic Relations Officer
President of the Foundation

Foundation Staff

Cindy Cannon
Executive Assistant to the Chief Development
Officer

Jacquie Gregor
Director of Foundation and Corporate Relations

Lynne Groom
Director of Stakeholder Engagement

Rebecca Kottler
Director of Advancement Services

Mike Madison
Senior Development Officer

Megan Mallory
Event Coordinator

Kevin Matheny
Chief Development Officer

Natalia Kay O'Brien
Annual Giving Associate

Andy Palmquist
Advancement and Research Analyst

Matt Senecal
3 to PhD[®] Campaign Director

Becky Sprecher
Director of Alumni & Parent Engagement

Melinda Stoops
Sponsored Projects and Grants Officer

Trish Turchiarolo-Vanoni
Director of University Special Events

APPENDIX F: THE OFFICERS AND BOARD MEMBERS OF THE LUTHERAN CHURCH— MISSOURI SYNOD

The Rev. Dr. Matthew C. Harrison, President

The Rev. Dr. Gerald B. Kieschnick, President
Emeritus

The Rev. Dr. Robert T. Kuhn, President Emeritus

The Rev. Dr. Herbert C. Mueller, Jr., First Vice-
President

The Rev. Dr. Scott R. Murray, Second Vice-
President

The Rev. Nabil S. Nuor, Third Vice-President

The Rev. Dr. John C. Wohlrabe, Jr., Fourth Vice-
President

The Rev. Daniel Preus, Fifth Vice-President

The Rev. Christopher S. Esget, Sixth Vice-
President

The Rev. Dr. John W. Sias, Secretary

The Rev. Kevin Robson, Chief Mission Officer

The Concordia University System (CUS) Board of The Lutheran Church—Missouri Synod

Dr. Gerhard Mundinger, Jr., Chairman

Mr. Frederick Anderson

Mr. Jason Fearneyhough

Mr. Jonathon Giordano

Mrs. Ellen Lange

The Rev. Dr. Byron Northwick

Mr. Frederick Ohlde

The Rev. Dr. Orville C. Walz

The Rev. Dr. Korey Maas, LCMS, President's
Representative

APPENDIX G: ADVISORY MEMBERS AND COLLOQUY COMMITTEE

Advisory Members

The Rev. Dr. Dean O. Wenthe, President

The Rev. Dr. William F. Meyer

The Rev. Dr. Paul A. Philp

The Rev. Dr. Larry Stoterau, Council of
Presidents' Representative

Dr. Kurt Krueger, CUS Presidents'
Representative

The Rev. Kevin Robson, Chief Mission Officer

Mr. Jerald Wulf, Chief Financial Officer

Colloquy Committee for Commissioned Ministry

The Rev. Dr. Herbert Mueller, Jr., Chair

The Rev. Dr. Paul A. Philp

The Rev. Dr. Patrick Ferry

The Rev. Dr. Brian Friedrich

Dr. Heather Stueve

Dr. Kevin Borchers

Dr. Rebecca Peters

APPENDIX H: ACADEMIC CALENDARS

Please note: Concordia University serves students in many different programs both online and on ground. Classes begin and end at different points throughout each term. Below are the academic calendar session dates for on-ground courses. Please refer to your My.CU account to see course dates specific to your academic registration. **In general, on-ground courses begin on the first Monday of the term if the course starts after 4:30 p.m., otherwise courses begin the first Tuesday of the term.**

Please view the academic calendar online at <http://www.cu-portland.edu/academics/registrar/academic-calendar> for the most current information, including dates for 5 week starts in the accelerated graduate programs. For specific dates for half-semester courses, visit <http://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#First>. **YOU are responsible for meeting the deadlines listed.**

Summer 2018

Portland Full Semester*: 5/7/18–8/17/18**

Term Code: 201910

May 7	Classes Begin***
May 18	Last Day to Add a Course/Option Hour
May 18	Drop Deadline (100% Refund)
May 25	Withdraw Deadline (50% Refund)
May 28	Memorial Day (Campus Closed)
June 1	Withdraw Deadline (25% Refund)
July 4	Independence Day (Campus Closed)
July 6	Withdraw Deadline (No Refund)
July 6	Grade Option Change Deadline
Aug 10	Finals Prep Day (No Classes)
Aug 13-17	Finals Week
Aug 17	End of Session

***For specific dates for half-semester courses, visit <http://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#First>. **YOU are responsible for meeting the deadlines listed.**

Boise Full Semester: 5/29/18–7/27/18

Term Code: 201910

May 28	Memorial Day (Campus Closed)
May 29	Classes Begin
June 1	Last Day to Add a Course/Option Hour
June 8	Drop Deadline (100% Refund)
June 29	Withdraw Deadline (No Refund)
July 4	Independence Day (Campus Closed)
July 25	Final Examinations Begin
July 27	End of Session

Note: Please view the academic calendar online at <http://www.cu-portland.edu/academics/registrar/academic-calendar> for the most current information. **YOU are responsible for meeting the deadlines listed.**

Fall 2018

Portland Full Semester*: 8/27/18–12/14/18**

Term Code: 201920

Aug 24	Residence Halls open for new students to move in
Aug 26	Orientation/Registration
Aug 27	Start of Fall Semester***
Sept 3	Labor Day (Campus Closed)
Sept 7	Last Day to Add a Course/Option Hour
Sept 7	Drop Deadline (100% Refund)
Sept 14	Withdraw Deadline (50% Refund)
Sept 21	Withdraw Deadline (25% Refund)
Oct 26	Grade Option Change Deadline
Oct 26	Withdraw Deadline (No Refund)
Nov 19-23	Thanksgiving Break
Dec 7	Finals Prep Day (No Classes)
Dec 10-14	Finals Week
Dec 15	Fall Commencement

Dec 15-Jan Christmas Break 6

***For specific dates for half-semester courses, visit <http://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#First>. **YOU are responsible for meeting the deadlines listed.**

Boise Full Semester: 8/27/18–12/14/18

Term Code: 201920

Aug 27	Classes Begin
Sept 3	Labor Day (Campus Closed)

Sept 7	Last Day to Add a Course/Option Hour
Sept 7	Drop Deadline (100% Refund)
Oct 26	Withdraw Deadline (No Refund)
Dec 3	Final Examinations Begin
Dec 14	End of Session

Note: Please view the academic calendar online at <http://www.cu-portland.edu/academics/registrar/academic-calendar> for the most current information. **YOU are responsible for meeting the deadlines listed.**

Spring 2019

Portland Full Semester*: 1/7/19–4/26/19**

Term Code: 201940

Jan 6	Residence Halls open for new students/Orientation begins
Jan 7	Start of Spring Semester***
Jan 18	Last Day to Add a Course/Option Hour
Jan 18	Drop Deadline (100% Refund)
Jan 21	Martin Luther King Jr. Day (Campus Closed)
Jan 25	Withdraw Deadline (50% Refund)
Feb 1	Withdraw Deadline (25% Refund)
Feb 14-16	L.E.S.T. – Lutheran Elementary Schools Tournament (No Classes)
Mar 8	Grade Option Change Deadline
Mar 8	Withdraw Deadline (No Refund)
Mar 25-29	Spring Break
Apr 19	Good Friday (Campus Closed)
Apr 22-26	Finals Week
Apr 27	Spring Commencement

***For specific dates for half-semester courses, visit <http://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#First>. **YOU are responsible for meeting the deadlines listed.**

Boise Full Semester: 1/3/19–4/26/19

Term Code: 201940

Jan 3	Classes Begin
Jan 16	Last Day to Add a Course/Option Hour
Jan 16	Drop Deadline (100% Refund)
Mar 6	Withdraw Deadline (No Refund)
Mar 25-29	Spring Break
Apr 15	Final Examinations Begin
Apr 26	End of Session
May 4	Commencement

Note: Please view the academic calendar online at <http://www.cu-portland.edu/academics/>

registrar/academic-calendar for the most current information. YOU are responsible for meeting the deadlines listed.

Summer 2019

Portland Full Semester*: 5/6/19–8/16/19**

Term Code: 201960

May 6	Classes Begin***
May 17	Last Day to Add a Course/Option Hour
May 17	Drop Deadline (100% Refund)
May 24	Withdraw Deadline (50% Refund)
May 27	Memorial Day (Campus Closed)
May 31	Withdraw Deadline (25% Refund)
July 4	Independence Day (Campus Closed)
July 5	Withdraw Deadline (No Refund)
July 5	Grade Option Change Deadline
Aug 9	Finals Prep Day (No Classes)
Aug 12-16	Finals Week
Aug 16	End of Session

***For specific dates for half-semester courses, visit <http://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#First>. YOU are responsible for meeting the deadlines listed.

Boise Full Semester: 5/20/19–7/19/19

Term Code: 201960

May 20	Classes Begin
May 24	Last Day to Add a Course/Option Hour
May 27	Memorial Day (Campus Closed)
May 31	Drop Deadline (100% Refund)
June 21	Withdraw Deadline (No Refund)
July 4	Independence Day (Campus Closed)
July 17	Final Examinations Begin
July 19	End Of Session

Note: Please view the academic calendar online at <http://www.cu-portland.edu/academics/registrar/academic-calendar> for the most current information. YOU are responsible for meeting the deadlines listed.

APPENDIX I: ACRONYMS AND TERMS

Academic Council Provost, Deans, Registrar

APC Academic Policies Committee, a standing committee of elected faculty, three year terms

APPA Academic Probation Plan of Action, a form and process to be completed with students on academic probation and students who are admitted below the standard

ASCU Associated Students of Concordia University

BacPac Baccalaureate Package. College level courses offered via video conferencing and online for LCMS high schools throughout the United States — currently have four high schools participating

BOR Board of Regents for CU. Five members are elected by the LCMS in Synodical convention, three elected at LCMS district convention, and four appointed by CU. The district president serves as the chairman.

BUE Board for University Education

BC Budget Committee — a group of administrators (Provost, Chief Financial Officer, Deans, and Vice-Presidents) and faculty assembled to be engaged in the budget planning process

BPE Board for Pastoral Education

CALL Center for Applied Lutheran Leadership

CAS College of Arts & Sciences

CAO Chief Academic Officer

CBL Concordia Business Leaders. The School of Management student operated business club.

CEU Continuing Education Unit

CFO Chief Financial Officer

CIO Chief Information Officer

CLC Community Life Committee — one of three standing committees of the faculty

CHHS College of Health & Human Services

CLS Center for Learning Solutions (Online)

COE College of Education

CNA Concordia Neighborhood Association — open public meeting for the community are held the first Tuesday of every month at 7:00 pm at Kennedy School; The CNA executive board meets the second Tuesday of every month at 7:00 pm at Kennedy School

COO Chief Operating Officer

CPH Concordia Publishing House — the publisher of materials in the LCMS located in St. Louis

CTEP Concordia Teaching Excellence Process — faculty evaluation process managed by each Dean

CU Preferred acronym for Concordia University

CUF Concordia University Foundation, the fund raising arm of the university

CUS Concordia University System started in 1993 — 10 colleges and 2 seminaries — now comprised of two committees

DCE Director of Christian Education, one of our PCW training programs at CU

DSO Desired Student Outcomes (part of curriculum review and accreditation standards)

ECE Early Childhood Education (Authorization level for teachers to teach pre K-Grade 4)

EFC Estimated Family Contribution — an amount the FA office uses to determine amount of aid the family can contribute towards tuition, fees, and room & board (federally defined formula)

ELCA Evangelical Lutheran Church in America

ELE Elementary (Authorization level for teachers to teach Grades 3-8)

ELS English Language School on campus that is administered by Berlitz

ESS Exercise and Sport Science (an academic department in the CHHS)

FAA Concordia's financial aid application

FAB Fine Arts Building

FAR Faculty Athletic Representative — person appointed by the faculty to certify student-athletes as eligible and progressing toward their degree

FAFSA Free Application for Federal Student Aid (standardized eligibility form)

FWPC Faculty Welfare Policies committee — one of three faculty standing committees

GNAC Great Northwest Athletic Conference — Located in five states and the province of Canada this conference is one of the top NCAA Division II athletic conferences in the nation

GRWLLC George R. White Library and Learning Center (also known as GRW)

HCA Health Care Administration

HHF Health History Form

HUM Humanities — an academic department in the College of Arts & Sciences

ICA Individual course assessments — student completed assessment of classes

INC Incomplete — the grade given to student in special conditions outlined in the faculty and student handbook

ISS International Student Services

ITS Information Technology Services (help desk #503-493-6300)

L Luther Hall classroom designation

LBW The Lutheran Book of Worship — the hymnal used occasionally in chapel

LCMS The Lutheran Church—Missouri Synod

LEST Lutheran Elementary School Tournament — hosted on campus second week in February HUNDREDS of elementary students compete in athletic and scholastic events

Lyceum Lectures for the community and campus hosted by CAS

MAP Maximizing Academic Potential — a program designed to assist students who enter the university below the academic standards; through meetings with advisors and courses geared toward successful transition to college.

MAT Master of Arts in Teaching

MATe Master of Arts in Teaching — evening or alternative cohort track

MBA Master in Business Administration

MED Master of Education

ML Middle Level (Authorization level for teachers to teach grades 5-9)

MN Mary Neils classroom designator

MSD Math Science Department

NCAA National Collegiate Athletic Association — the national organization comprised of nearly 300 colleges and universities around the US

and Canada that sponsor competition at the conference, regional, and national level

Northwest District The LCMS is divided into 37 districts, primarily determined by region. CU falls in the Northwest District which includes Washington, Oregon, Alaska, Idaho and China

NWCCL Northwest Center for Children's Literature — the only one of its kind in the Northwest

NWCCU Northwest Commission of Colleges and Universities — CU's accrediting body

Orbis Cascade Alliance CU's online library services

P PE building classroom designator

PCW Professional Church Work students (pre-seminary, DCE and teacher education)

P/NP Pass/No pass — option of grading which can be requested by the student under certain restrictions

PPS Physical Plant Services

PPST Praxis I (Basic Skills Test Option for Teacher Licensure)

RA Resident Assistant

Reformation October 31, 1517; the day Martin Luther nailed 95 theses to the door of the church in Wittenburg, Germany — traditionally seen as the "founding" of the Lutheran Church

SEAC Student Events and Activities Center

SMLC St. Michael's Lutheran Church — located at the north end of campus (near 29th and Dekum) some CU special events are held

SOM School of Management

SWEF Social Work Experience Form

TA Transcript Analysis — an analysis by the registrar's office of credits accepted in transferring from another accredited institution of higher learning

TSPC Teaching Standards and Practices Commission — State of Oregon certifying body for teacher education programs and licensure of teachers

WC Writing Center — directed out of the English department

WTRM Weight Room — below the gym

ARCHIVE

2015-2016 Academic Catalog (<http://catalog.cu-portland.edu/archive/2015-2016>)

2016-2017 Academic Catalog (<http://catalog.cu-portland.edu/archive/2016-2017>)

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